

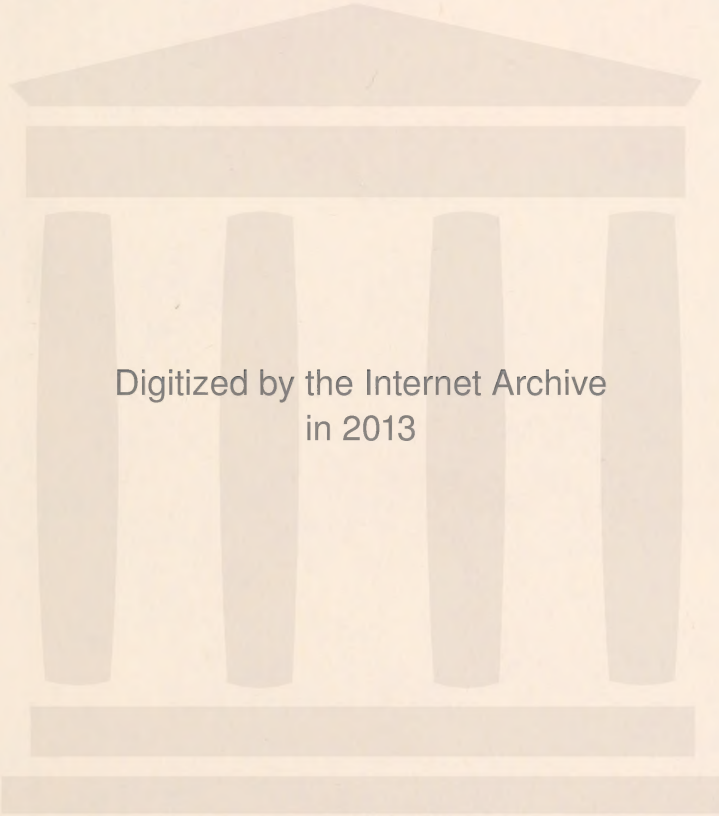






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**MONTCLAIR  
STATE  
COLLEGE**

**Graduate Catalog**

**1989-1991**



Montclair State College is an Equal Opportunity/Affirmative Action Institution. In compliance with relevant federal and state civil rights legislation, the College does not discriminate on the basis of sex, race, color, religion, national origin, age, or physical capability in the operation of its educational program or activities (admission, access to programs and course offerings, physical education, competitive and intramural athletics, counseling, student and other employment, use of facilities, and College sponsored extracurricular activities.)

Inquiries relating to equal opportunity/affirmative action issues may be directed to the offices of Student Affairs or Equal Opportunity/Affirmative Action.

The Graduate Catalog of Montclair State College is published biennially and presents announcements of general information, general academic regulations, and the College's academic program extant at the date of publication. The College reserves the right to change any of its announcements, regulations or requirements at any time without notice or obligation. The Office of Academic Affairs is responsible for the preparation of the content of this publication.

**OFFICE OF PUBLICATIONS  
MONTCLAIR STATE COLLEGE  
UPPER MONTCLAIR, N.J. 07043**





Montclair  
State  
College

UPPER MONTCLAIR, NJ 07043

## Graduate Catalog 1989-1991

GRADUATE STUDIES OFFICE TELEPHONE  
(201) 893-5147/5148

For other phone numbers, see  
Directory (Graduate Advisors and  
Chairpersons/Directors) in this catalog.





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# ACADEMIC CALENDAR\*

	1989-1990	1990-1991
<b>Fall Semester</b>		
Registration/Orientation	Aug. 28, 29, 30	Aug. 27, 28, 29
Evening Registration	Aug. 28, 29	Aug. 27, 28
Residence Halls Check-in:		
New Students	Aug. 29	Aug. 29
Returning Students	Aug. 31	Aug. 31
Classes Begin	Sept. 5	Sept. 4
Thanksgiving Holiday (No Classes)	Nov. 23-26	Nov. 22-25
Classes End	Dec. 15	Dec. 16
Examination Period	Dec. 16-22	Dec. 17-23
Residence Halls Close	Dec. 22	Dec. 23
End of Semester	Dec. 22	Dec. 23
<b>Winter Session</b>		
Late Registration	Jan. 2	Jan. 2
Classes	Jan. 2-19 (14 days)	Jan. 2-18 (14 days) Classes meet Sat., Jan. 5
<b>Spring Semester</b>		
Registration/Orientation	Jan. 16, 17, 18	Jan. 14, 15, 16
Evening Registration	Jan. 16, 17	Jan. 14, 15
(If the College is closed because of inclement weather during this period, the registration schedule moves forward by one day.)		
Residence Halls Check-in for all students	Jan. 21	Jan. 20
Classes Begin	Jan. 19 (Weekend College only) Jan. 22 (remainder of College)	Jan. 22
Spring Recess (No Classes)	Mar. 19-25	Mar. 25-31
Easter Holiday (No Classes)	Apr. 13-15	
Classes End	May 17	May 16
Examination Period	May 18-24	May 17-23
Residence Halls Close	May 24	May 23
End of Semester	May 24	May 23
Commencement	May 25	May 24
<b>Summer Sessions</b>		
Registration	May 29, June 4, 5	May 28, June 3, 4
Residence Halls Check-in for all students	June 24	June 23
Pre-Session (Steam Shutdown, No Friday Classes)	May 29-June 14	May 28-June 13
Eight-Week Session (No Friday Classes)	June 11-Aug. 2	June 10-Aug. 1
Six-Week Session (No Friday Classes)	June 25-Aug. 2	June 24-Aug. 1
Independence Day Holiday (No Classes)	July 4	July 4
Post-Session (No Friday Classes)	Aug. 6-23	Aug. 5-22
Residence Halls Close	Aug. 3	Aug. 2

\*The College reserves the right to modify this calendar.



# DEGREES OFFERED\*\*

## BACHELOR OF ARTS/MASTER OF ARTS

Practical Anthropology

## MASTER OF ARTS

Administration and Supervision

- \*Educator Trainer (Training Personnel)

- Supervisor/Principal Certification

Biology

Business Education

Chemistry

Communication Sciences and Disorders

- \*Audiology

- \*Early Childhood Special Education

- \*Learning Disabilities

- \*Speech-Language Pathology

Computer Science

- \*Applied Mathematics

- \*Applied Statistics

Counseling and Guidance

- \*Human Services

Educational Psychology

English and Comparative Literature

Environmental Studies

- \*Environmental Education

- \*Environmental Health

- \*Environmental Management

- \*Environmental Science

Fine Arts

- \*Art History

- \*Fine Arts Education

- \*Studio

- \*Visual Arts

French

Geoscience

Health Education

*\*Area of Concentration*

**\*\*Please refer to the index for page numbers on specific programs.**

## Home Economics

- \*Family Relations/Child Development
- \*Home Economics Education
- \*Home Management/Consumer Economics

## Industrial Education and Technology

## Mathematics

- \*Computer Science
- \*Mathematics Education
- \*Pure and Applied Mathematics
- \*Statistics

## Music

- \*Music Education
- \*Performance
- \*Theory Composition

## Physical Education

- \*Coaching and Sports Administration
- \*Exercise Sciences
- \*Teaching and Administration of Physical Education

## Psychology

- \*Industrial and Organizational Psychology

## Reading

## Social Sciences

- \*Anthropology
- \*Economics
- \*Geography
- \*History
- \*Sociology
- \*Urban Studies

## Spanish

## Speech and Theatre

- \*Communication Arts
- \*Theatre

## MASTER OF ARTS IN TEACHING

- \*Initial Certification
- \*Middle School Philosophy

## MASTER OF BUSINESS ADMINISTRATION

- \*Accounting
- \*Business Economics
- \*Finance
- \*Management
- \*Marketing
- \*Quantitative Analysis

## MASTER OF EDUCATION

*\*Area of Concentration*

*\*\*Please refer to the index for page numbers on specific programs.*

# LEGEND OF NEW COURSE CODES USED IN THIS CATALOG

<u>SUBJECT AREA</u>	<u>NEW CODE</u>	<u>FORMER CODE</u>
ACCOUNTING	ACCT	A 0502
ADULT EDUCATION	ADED	1 0807
ANTHROPOLOGY	ANTH	J 2202
BIOLOGY	BIOL	W 0401
BIOLOGY/MARINE SCIENCES	BIMS	W 1999
BUSINESS/ECONOMICS	BSEC	C 0599
BUSINESS EDUCATION	BSED	B 0838
BUSINESS/GENERAL (Accounting)	BUGL	A 0599
BUSINESS/GENERAL (Finance)	BUGN	D 0599
BUSINESS/GENERAL (Management)	BUGR	E 0599
BUSINESS/GENERAL (Marketing)	BUSG	F 0599
CHEMISTRY	CHEM	X 1905
CLASSICS/LATIN	LATN	K 1109
COMMUNICATION SCIENCES AND DISORDERS	CS&D	L 1220
COMPUTER SCIENCE	CMPT	Y 0701
CONSERVATION/FIELD STUDIES	CNFS	I 0843
COUNSELING, HUMAN SERVICES AND GUIDANCE	COUN	2 0826
CURRICULUM AND TEACHING	CURR	1 0829
ECONOMICS	ECON	C 2204
EDUCATIONAL ADMINISTRATION	ELAD	2 0827
EDUCATIONAL FOUNDATIONS	EDFD	3 0821
EDUCATIONAL MEDIA	MEDI	4 0840
EDUCATIONAL RESEARCH	ELRS	3 0824
ENGLISH	ENGL	M 1501
ENGLISH/LITERATURE	ENLT	M 1503
ENGLISH/WRITING	ENWR	M 1507
ENVIRONMENTAL, URBAN AND GEOGRAPHIC STUDIES	ENVR	N 4951
FINANCE	EUGS	N 2206
FINANCE/QUANTITATIVE	FINC	D 0504
FINE ARTS/CERAMICS/METALS/FIBERS	FINQ	D 0503
FINE ARTS/EDUCATION	ARMT	G 1090
FINE ARTS/FILM	ARED	G 0831
FINE ARTS/GENERAL	ARFL	G 1010
FINE ARTS/HISTORY	ARGN	G 1001
FINE ARTS/PAINTING	ARHS	G 1003
FINE ARTS/PHOTOGRAPHY	ARPT	G 1002
FINE ARTS/PRINTMAKING	ARPH	G 1011
FINE ARTS/THERAPY	ARPR	G 4921
FRENCH	ARTH	G 1095
	FREN	O 1102



<u>SUBJECT AREA</u>	<u>NEW CODE</u>	<u>FORMER CODE</u>
GEOSCIENCE	GEOS	Z 1914
HEALTH PROFESSIONS	HLTH	5 0837
HISTORY	HIST	P 2205
HISTORY/GENERAL	HSGN	P 4999
HOME ECONOMICS	HECO	6 1301
HOME ECONOMICS/EDUCATION	HEED	6 0893
HOME ECONOMICS/FAMILY	HEFM	6 1305
INDUSTRIAL STUDIES/CAREER EDUCATION	ISCE	7 0997
INDUSTRIAL STUDIES/EDUCATION	ISED	7 0996
INDUSTRIAL STUDIES/TECHNOLOGY	INDS	7 0990
LINGUISTICS	LNGN	Q 1505
MANAGEMENT	MGMT	E 0506
MARKETING	MKTG	F 0509
MATHEMATICS	MATH	Y 1701
MUSIC/EDUCATION	MUED	H 0832
MUSIC/HISTORY	MUHS	H 1006
MUSIC/PERFORMANCE	MUPR	H 1004
MUSIC/THEORY/COMPOSITION	MUCP	H 1016
MUSIC/THERAPY	MUTH	H 1095
PHILOSOPHY FOR CHILDREN	PHLC	9 4999
PHYSICAL EDUCATION/MAJOR	PEMJ	8 0835
PHYSICS/GEOSCIENCE EDUCATION	PHED	Z 0834
PHYSICS/GEOSCIENCE-MARINE SCIENCES	PHMS	Z 1999
PSYCHOLOGY	PSYC	T 2001
SPANISH	SPAN	V 1105
SPEECH AND THEATRE/BROADCASTING	STBD	I 0603
SPEECH AND THEATRE/COMMUNICATION	STSP	I 1506
SPEECH AND THEATRE/THEATRE	STTH	I 1007
READING	READ	4 0830
SOCIOLOGY	SOCI	U 2208





# GENERAL INFORMATION

Montclair State College was established in 1908 and is a coeducational college of liberal arts, sciences, pre-professional and professional programs. The first Master of Arts degrees were awarded in 1933. Along with quality academic programs the College offers extensive cultural and athletic opportunities. There are 475 full-time faculty, 79 percent of whom have doctoral degrees or other appropriate terminal degrees. Montclair State College has been designated as a center of excellence in the fine and performing arts in northern New Jersey. As an equal opportunity institution, Montclair State College seeks applications from all qualified students regardless of race, creed, national origin, or sex.

## ACCREDITATIONS AND MEMBERSHIPS

The College is accredited by the Middle States Association of Colleges and Schools. The National Council for the Accreditation of Teacher Education has granted accreditation for the Master of Arts in Teaching Program in the Department of Curriculum and Teaching, School of Professional Studies, and the School Principal and Guidance Counselor programs in the Department of Counseling, Human Development and Educational Leadership, School of Professional Studies.

Other academic accreditations include the American Home Economics Association (Department of Home Economics, School of Professional Studies), National Association of Schools of Art and Design (Department of Fine Arts, School of Fine and Performing Arts), National Association of Schools of Music (Department of Music, School of Fine and Performing Arts), and National Association of Schools of Theatre (Department of Speech and Theatre, School of Fine and Performing Arts). The Bachelor of Fine Arts major in Dance (Department of Speech and Theatre, School of Fine and Performing Arts) is accredited by the National Association of Schools of Dance. In addition, the undergraduate minor in Paralegal Studies offered by the Department of Legal Studies, School of Humanities and Social Sciences, is approved by the American Bar Association, graduate concentration in Speech-Language Pathology (Master of Arts in Communication Sciences and Disorders) offered by the Department of Communication Sciences and Disorders, School of Humanities and Social Sciences, is accredited by the American Speech-Language-Hearing Association and undergraduate concentrations in Commercial Recreation and Tourism and in Therapeutic Recreation (Bachelor of Science in Recreation Professions) offered by the Department of Physical Education, Recreation and Leisure Studies, School of Professional Studies is accredited by the National Recreation and Park Association. Programs offered by the Department of Chemistry, School of Mathematical and Natural Sciences, are approved by the American Chemical Society; and the undergraduate program in Music Therapy offered by the Department of Music, School of Fine and Performing Arts, is approved by the National Association for Music Therapy.

The College is a member of the American Assembly of Collegiate Schools of Business, American Association of Colleges for Teacher Education, American Association of State Colleges and Universities, American Council on Education, Association for Gerontology in Higher Education, Association of American Colleges, Council of Graduate Schools in the United States, New Jersey Association



of Colleges and Universities, New Jersey Association of Colleges for Teacher Education, North American Association of Summer Sessions, and Northeastern Association of Graduate Schools. Women graduates of the College are accepted for membership in the American Association of University Women.

## FUNCTIONS

Montclair State College serves three broad functions: instruction, research and service.

**Instruction:** The College offers graduate programs for the preparation of professional personnel in the areas of administration, anthropology, biology, business education, chemistry, geoscience, audiology, art, computer science, counseling and guidance, educational psychology, environmental studies (education, management, science), learning disabilities, health, home economics, industrial studies, mathematics, music, physical education, psychology, reading, special education, speech pathology, speech and theatre arts, among others. It is possible also to obtain traditional advanced liberal arts training in English and comparative literature. French, Spanish and the social sciences. Continuing education both on and off campus for other than degree purposes is also part of the function.

**Research:** Research and scholarship by the faculty and staff are encouraged by the College to constantly add to the knowledge on which degree programs are based, and to contribute to the general advancement of human knowledge.

**Service:** The service function involves consultancies to business, education and government agencies. Included also are such activities as sponsored workshops, publications, surveys and research, and participation as committee members and officers in appropriate local, state and national organizations.

## ACADEMIC ORGANIZATION

Montclair State College's academic organization includes five schools. Courses are offered through the Schools of Business Administration, Fine and Performing Arts, Humanities and Social Sciences, Mathematical and Natural Sciences, and Professional Studies.

The Graduate Council is the primary All-College body for the development of graduate policy and curriculum advisement. Its decisions and recommendations are made directly to the Vice President for Academic Affairs. Consistent with policies established by the Board of Trustees, the Graduate Council:

- (1) recommends general graduate admission requirements,
- (2) recommends guidelines for the admission of students to graduate programs,
- (3) recommends guidelines for the admission of faculty to graduate faculty status,
- (4) reviews and makes recommendations about new graduate programs, concentrations or any revisions in graduate programs,
- (5) initiates discussions on and/or reacts to any and all matters affecting graduate faculty, students and programs.

Voting members of the Council include two School Deans appointed by the Vice President for Academic Affairs; two elected faculty from each of the Schools

of Business Administration, Fine and Performing Arts, and Mathematical and Natural Sciences; four elected faculty from each of the Schools of Humanities and Social Sciences, and Professional Studies; and one graduate student elected from each School.

Ex officio (non-voting) members of the Council include the Director of Graduate Studies or a representative from the Office of the Associate Vice President for Academic Affairs, the three School Deans not appointed as voting members, the Associate Director of Graduate Studies, the Director of the Library, and a representative of the Faculty Bargaining Unit.

From its voting membership, the Council elects a chairperson and secretary.

## **SCHOOL OF BUSINESS ADMINISTRATION**

**Dean: Suresh A. Desai, Ph.D.**

Consisting of six separate departments,

Accounting, Law and Taxation

Business Education and Office Systems Administration

Economics

Finance and Quantitative Methods

Management

Marketing

the School of Business Administration provides the following graduate degree opportunities:

Master of Business Administration (MBA)

Master of Arts in Business Education

Master of Arts in Social Science: Concentration in Economics

### **MASTER OF BUSINESS ADMINISTRATION**

The goal of the Montclair MBA is to prepare management generalists who have the knowledge, techniques and attitudes to analyze complex issues, establish logical goals, evaluate alternatives, form reasoned judgments, and effectively implement chosen options. While the development of analytical capacities is critical, the program's structure emphasizes the development of capacities that are tempered by a concerned awareness of obligations to the greater social environment.

The program stresses the theoretical foundations of management oriented disciplines, practical applications of research findings, and current managerial practices. This blend of theory and prevalent practice builds a strong foundation for immediate application as well as post-graduate professional growth.

### **MASTER OF ARTS IN BUSINESS EDUCATION**

The Master of Arts program in business education prepares teachers for administrative, supervisory, specialized work, and master teaching in the field of business education. In order to attain these objectives, the program design offers considerable flexibility enabling candidates to explore advanced areas of study in accordance with their own background, experience, achievement, and professional aspirations. With careful course selection and planned use of the program's

free electives, candidates may qualify for New Jersey certification in Administration and Supervision in Business Education and/or Cooperative Office Education.

## **MASTER OF ARTS IN SOCIAL SCIENCE: CONCENTRATION IN ECONOMICS**

The Master of Arts in Social Science: Economics Concentration provides a study of economic theory within a programmatic framework that emphasizes the importance and interdisciplinary nature of the social sciences. Where appropriate, business oriented applications are developed; however, the primary purpose of the program is to develop a knowledge of economics which enhances the student's understanding of the formulation, evaluation and implementation of public decision making. Although an undergraduate major in Economics is not a prerequisite, candidates must present an undergraduate record with at least 30 semester hours in the social sciences and/or history. Candidates who do not meet minimum requirements may be required to enroll in certain prerequisite courses which do not provide graduate credit.

## **SCHOOL OF FINE AND PERFORMING ARTS**

**Dean: Geoffrey W. Newman, Ph.D.**

Montclair State College is a designated center of excellence for the fine and performing arts. Its School of Fine and Performing Arts offers graduate programs in fine arts, music, speech, theatre and communications. In addition, the School includes a Music Preparatory Division, which offers instruction to children from age 3 through high school, and the office of Cultural Programming which presents major dance, music, theatrical and literary events. The School also coordinates and supports three major art galleries.

The School of Fine and Performing Arts provides professional training and education for students seeking careers in the arts, education, public service or management. The School presents cultural events and offers courses and experiences in the arts for the enrichment of campus and community life. The resources of the School are taken to the community in the form of chamber music, dance concerts, lectures and demonstrations. The School seeks to stimulate public interest in the arts and to encourage research, creative work, and experimentation in the arts.

Departments and programs within the School are:

### **Fine Arts**

Fine Arts Education\*

Studio\*

Visual Arts\*

### **Music**

Music Education\*

Performance\*

Theory Composition\*

### **Speech and Theatre**

Communication Arts\*

Theatre\*

*\*Area of Concentration*



# SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**Dean: Philip S. Cohen, Ph.D.**

Graduate programs in the School of Humanities and Social Sciences are designed to accomplish four objectives:

- (1) to provide the opportunity for the student to acquire advanced knowledge in one of its major areas of instruction,
- (2) to acquaint the student with the interrelatedness of the various fields within the Humanities and Social Sciences as well as their relationship to other disciplines,
- (3) to familiarize the student with the particular methodology and problems of his or her field,
- (4) to provide the student with the background to do creative and independent work and research during and after his or her graduate career.

The School of Humanities and Social Sciences comprises a number of disciplines, the boundaries of which are constantly changing and expanding. At the same time, research within the disciplines is becoming more specialized. The necessity for constant study, therefore, presses upon everyone involved in these areas whether he or she is teaching or working in government, industry or the professions.

The departments within the School of Humanities and Social Sciences provide programs of an advanced character which reflect sound developments in scholarship in various fields. They also offer advanced courses for teachers who wish to improve their preparedness for specialized secondary school subjects.

All of the programs provide excellent preparation for those wishing to go on to more advanced degrees.

Departments and programs within the School are:

Anthropology

Social Sciences

Communication Sciences and Disorders

Audiology\*

Early Childhood Special Education\*

Learning Disabilities\*

Speech-Language Pathology\*

Economics

Social Sciences

English

English and Comparative Literature\*

Environmental, Urban and Geographic Studies

Program in Environmental Studies

Environmental Education\*

Environmental Health\*

Environmental Management\*

Environmental Science\*

Program in Social Sciences

Geography\*

Urban Studies\*

- French
- History
  - Social Sciences
- Psychology
  - Program in Educational Psychology
  - Program in Psychology
    - Industrial and Organizational Psychology\*
    - School Psychology Certification
- Sociology
  - Social Sciences
- Spanish/Italian
  - Spanish\*

*\*Area of Concentration*

## SCHOOL OF MATHEMATICAL AND NATURAL SCIENCES

**Dean: Vaughn Vandegrift, Ph.D.**

The graduate programs offered within the School of Mathematical and Natural Sciences are characterized by a balance between a theoretical and applied approach to the study of advanced topics. The pursuit of new knowledge via research is the logical conclusion to a graduate program, and students, especially those in the natural sciences, are encouraged to elect a thesis option. The programs are flexible enough to meet the need of individuals in industry, government or education as well as those intending to continue their studies in Ph.D. programs or professional schools.

The continual, and sometimes rapid, evolution of computer science, and of the mathematical and natural sciences is reflected in course content and facilities, which provide exposure to both fundamental concepts and their latest expression. Departments and programs within the School are:

- Biology
- Chemistry
- Geoscience
- Mathematics and Computer Science
  - Program in Computer Science
    - Applied Mathematics\*
    - Applied Statistics\*
  - Program in Mathematics
    - Computer Science\*
    - Mathematics Education\*
    - Pure and Applied\*
    - Statistics\*

*\*Area of Concentration*

# SCHOOL OF PROFESSIONAL STUDIES

**Dean: Nicholas M. Michelli, Ed.D.**

The School of Professional Studies includes eight departments, each of which offers the Master of Arts degree in a variety of fields leading to and strengthening skills needed for professional careers in private industry, government agencies, non-profit organizations, and public and non-public schools.

The School has responsibility for coordinating the non-degree post-baccalaureate teacher certification program. A Master of Arts in Teaching (M.A.T.) program is also available to those seeking initial certification. The School has a commitment to offering graduate programs to urban school personnel through Project THISTLE, and provides a certification program in alcoholism counseling.

Arrangements can be made to offer graduate programs to employees of public schools and other organizations on site.

In addition, the New Jersey School of Conservation, one of the largest environmental and outdoor education centers in the world, is part of the School of Professional Studies.

Departments and programs within the School are:

- Counseling, Human Development and Educational Leadership

  - Human Services\*

  - Administration and Supervision

    - Educator Trainer Program (Training Personnel)\*

  - Certification Programs for Principal, Supervisor,

    - School Social Worker, Guidance Counselor

- Curriculum and Teaching

  - M.A.T.

    - Middle School Philosophy\*

  - M.Ed.

  - Post-baccalaureate Certification

- Educational Foundations

- Health Professions

  - Health Education

- Home Economics

  - Family Relations/Child Development\*

  - Home Economics Education\*

  - Home Management/Consumer Economics\*

- Industrial Studies

  - Industrial Education and Technology

- Physical Education, Recreation and Leisure Studies

  - Physical Education

    - Coaching and Sports Administration\*

    - Exercise Sciences\*

    - Teaching and Administration of Physical Education\*

- Reading and Educational Media

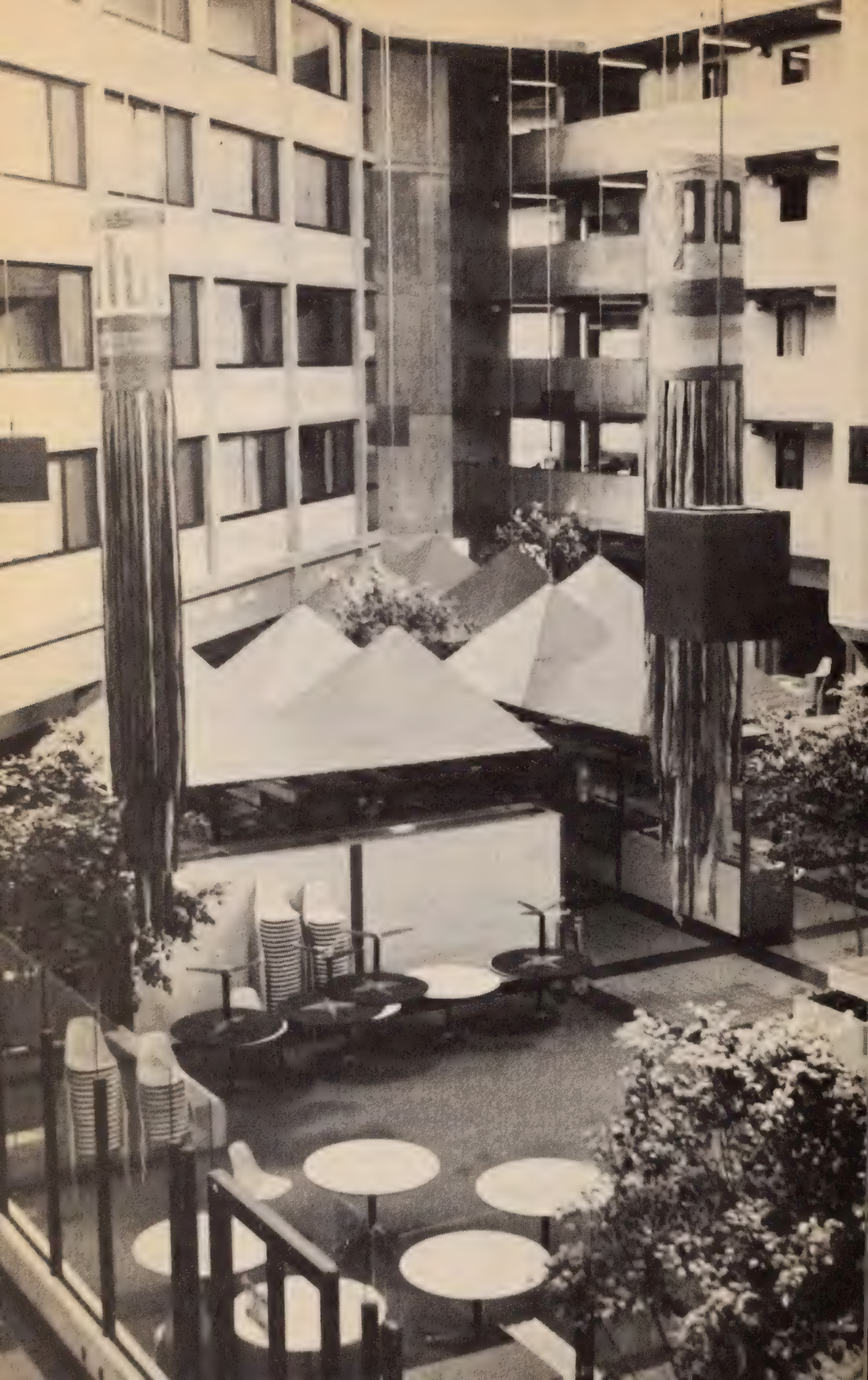
  - Reading

  - Certification Programs for: Media Specialist,

    - Reading Specialist

*\*Area of Concentration*





# ACADEMIC FACILITIES

The College is located on a 200-acre campus in Upper Montclair, New Jersey, 14 miles west of New York City. In addition to classrooms and studios, our facilities provide two modern theaters; a recital hall; a theater arts workshop; science and language laboratories; food laboratories; clothing laboratory in Home Economics; auto and power, energy, metals, and plastics laboratories in Industrial Studies; human performance laboratory in Panzer School Center and on-campus housing for approximately 2,000 men and women.

## COMPUTER CENTER

The Computer Center at Montclair State offers a wide variety of services to the college community. Through the facilities of MSCnet, faculty and students may access local computers, remote mainframe computers, or computers at other colleges and universities.

On-campus facilities include many micro-computer labs, featuring IBM PC/XT, AT, PS2's, Apple Computer, and Macintoshes. In addition to micro labs, there are also several terminal labs where users may access the mini and mainframe computer. Currently available for local access are: a DEC VAX 11/780, a DEC VAX 8200, a DEC VAX 3500, and a DEC Microvax II. Also available from any terminal or connected micro-computer are an IBM 3090-200 and an IBM 4381. Through a recent high speed link to the John Von Neumann Super Computer Center, access is also provided to many other national and international computer networks.

## CURRICULUM RESOURCE CENTER

The Curriculum Resource Center, located in Chapin Hall, houses a collection of materials for use by teachers, curriculum committees and others engaged in planning educational programs. The Center's collection includes textbooks, curriculum guides from New Jersey schools and schools across the nation, learning activity packages, professional books, computers and computer software. The Center maintains evening hours for the convenience of graduate students and teachers. For further information, contact the Director of Teacher Education at (201) 893-5220.

## LABORATORY AND SPECIAL FACILITIES

Extensive well-equipped laboratories support both instruction and research in the mathematical and natural sciences. Specialized facilities and equipment provide opportunities for significant thesis research in a number of areas of current interest.

Studios, workshops, exhibition spaces, performance, practice, and rehearsal facilities support the instruction areas in the School of Fine and Performing Arts.

A modern language laboratory serves the needs of students who seek to improve their language skills.

Appropriate facilities are also available for students enrolled in the Experimental Psychology course.



## LIBRARY

The Harry A. Sprague Library is housed in a centrally located attractive modern building. The library is designed to provide ample reading and study areas and easy access to open shelves in pleasant, comfortably furnished surroundings. Combining the best of traditional resources with the latest in non-print communications technology, the three floors of the library form a vast information center.

The library owns more than a million items, with more than 350,000 books on the shelves, 3,500 periodical subscriptions, 28,000 government documents, and more than 850,000 items in non-print media. The Non-Print Media Department has equipment for viewing and hearing a collection of videocassettes, records, audiocassettes, filmstrips, and soundslide sets. As a designated government depository, the library receives and makes available for public use thousands of federal and state publications. This comprehensive collection provides graduate research projects with appropriate support. The library belongs to the METRO and NJALN networks which ensure access to other large libraries in the metropolitan area.

Each member of the professional library staff is an expert in both library science and a subject speciality. The Reference librarians are dedicated to helping students learn how to approach research assignments as well as locate information. Hundreds of classes in library instruction are conducted each year by the librarians and are available to all graduate classes. Reference librarians are always available to assist students with individual projects and to answer specific reference questions.

The introduction of computerized technology provides access to the library's holdings through an on-line system. Interlibrary loan uses a computer terminal to quickly locate and send for books and articles that are not in the collection and are needed by students. On-line bibliographic searching is available to students and faculty. While these technological changes are important, the library's primary mission will always be the enhancement and support of the college's educational program through personal attention to each student's individual needs. Telephone (201) 893-4291.

## MARINE SCIENCES CONSORTIUM

The facilities of the New Jersey Marine Sciences Consortium, including the field stations at Sandy Hook and Seaville, are available to Montclair State students. The consortium sponsors an extensive summer program of regular and independent study courses in the marine sciences at the graduate level.

## MEDIA CENTER

A well-equipped Media Center is located in College Hall. It takes care of all requests for audiovisual materials, equipment and services. The center also handles the scheduling and rental of films.

On request, the staff will demonstrate audiovisual techniques and design and produce custom graphic and photographic materials. The center lends a variety of equipment to students for special projects. Telephone (201) 893-4241.



## PSYCHOEDUCATIONAL CENTER

The Center has been designed to train graduate students in the areas of audiology, special education, learning disabilities, school psychology and speech language pathology. It additionally serves the community by offering programs that suit the mutual needs of students and clients. The Center operates an assessment component, Communication Disorders Center, Communication Disorders Demonstration Program, Parent/Infant Program, and Music Therapy Clinic on campus.

## SPECIAL EDUCATION

The following academic courses of study at Montclair State College prepare graduate students to work with individuals who are experiencing difficulty with communication, learning, or life adjustment: Audiology, Counseling and Guidance, Early Childhood Special Education, Learning Disabilities, Physical Education, Recreation and Leisure Studies, Reading, School Psychology, Speech-Language Pathology, and Teacher of the Handicapped. Consult the index to locate details about individual programs.

Students enrolled in these courses of study may receive part of their training on campus at the Psychoeducational Center. The Center operates an assessment component, Communication Disorders Center, Communication Disorders Demonstration Program, Parent/Infant Program, and Music Therapy Clinic on campus.

## TELEVISION CENTER

A well equipped Television Center is located in Life Hall, Room 117. It takes care of all requests for television equipment and services. On request, the staff will demonstrate television techniques and lend a variety of television equipment to students for special projects. Telephone (201) 893-4341.

# ADMISSION AND MATRICULATION

To be admitted to graduate study at Montclair State College, an applicant must have a baccalaureate degree from an accredited college or university in the United States, or its equivalent from a foreign institution of higher education. An applicant must also have an appropriate academic background for the program or degree desired. To be matriculated in a particular degree program, the applicant must be accepted by the department offering that program.

Applicants are evaluated on several criteria (e.g., grade point average, national test scores, recommendations, interviews, essays, portfolios, auditions, etc.) to enable the College to identify those students who demonstrate the greatest promise of scholarly achievement and ability to benefit from their proposed program of study.

To be admitted to the Teacher Education Program, applicants must meet separate criteria beyond those required for admission to graduate study. Initial teaching certification may be gained exclusive of, or in conjunction with a degree program, and a post-certification degree program is also offered. (Please see "Teacher Education Program" in Index.)

**Applications/Enrolling in Graduate Classes:** Montclair accepts applications at any time of the year and processes them as quickly as possible. However, if matriculation (the development of a detailed scholastic work program) prior to enrollment is important to a student, then the application for graduate admissions should be filed in time for all supporting documents to arrive in the Office of Graduate Studies normally no later than April 1 for the Summer Sessions, July 1 for the Fall semester and November 1 for the Spring semester. If a student's file is not completed in time for the semester for which a student has applied, the student may be granted a Permit to Register during the In-Person Registration period (for more information about such permits, see the next two paragraphs).

Students who wish to enroll in graduate courses prior to (or without) matriculating may receive a permit to register by presenting proof of their undergraduate degrees to the Office of Graduate Studies any time prior to the end of the In-Person Registration period for the semester they wish to attend. This permission is valid for only one semester and does not guarantee availability of seats in classes. To attend a subsequent semester a student must file a complete application with all supporting documents. Students who wish to pursue initial teaching certificates may only register for specific courses designated by the Teacher Education office prior to gaining formal admission to the Teacher Education Program.

A maximum of six completed credits may be allowed for degree credit prior to attaining matriculated or deferred matriculated status. This six credit total includes all transfer credits and non-degree credits taken at Montclair. A student must meet all course prerequisites. Successful completion of these 6 semester hours does not guarantee admission into a degree or certification program.

**Obtaining Graduate Applications and Graduate Information:** To obtain applications contact: The Office of Graduate Studies, College Hall 208, (201) 893-5148. The Office is open from 8:30-4:30, Monday through Friday. During Fall

and Spring semester, the Office is open Thursday evening until 7:00 P.M.

Whether enrolling as a matriculated, non-matriculated or visiting graduate student, it is *critical* that a student receive advisement prior to registering for courses. For graduate information and/or to be directed to the appropriate advisor contact: *The Office of Graduate Studies*.

## GENERAL REQUIREMENTS

**Transcript:** Two copies of an official transcript must be submitted from each college and university attended.

**Graduate Record Examination (GRE):** The GRE aptitude test is required of all students applying for admission to a degree program, except for applicants to the MBA program who are required to take the Graduate Management Admission Test (GMAT) and applicants to the Counseling area of the Department of Counseling, Human Development and Educational Leadership who are required to take the Miller Analogies Test instead. Some departments also require the GRE advanced test in the applicant's proposed field of study and/or the Miller Analogies Test. Students should check the department statement in this catalog for specific requirements.

Students should make arrangements to have an official notification of their GRE test scores sent directly to the Office of Graduate Studies. Since it generally takes about six weeks for test scores to reach the College, students are advised to take the required test as soon as possible after applying for admission. Information about the GRE may be obtained from the Educational Testing Service, Princeton, New Jersey 08540, or from the Office of Career Services at Montclair State College.

**Recommendations:** Recommendations from at least two persons who are qualified to evaluate the applicant's promise of academic achievement are required for admission to all degree programs.

**Statement of Objective:** All students applying for admission are asked to provide a statement outlining their goals and purposes in the graduate study they wish to pursue.

**Teaching Certificate:** A copy of an applicant's teaching certificate(s) is required of all students seeking admission to a program leading to advanced certification or certification in an additional field.

**Acceptance Procedure:** Final action on an application cannot be taken until all supporting credentials have been received in the Office of Graduate Studies. However, applicants whose transcripts shows conferment of a bachelor's degree will be given permission to register on a non-degree basis.

Applicants who meet the College minimum standards for admission will be advised by letter to arrange a conference with the graduate advisor of the department in which the student wishes to study. The department advisor will evaluate the student's qualifications for acceptance into the program.

**Matriculation:** Students who are accepted into a degree program will be formally matriculated and given an official work program developed in conference with the graduate advisor. The student will receive official notification of matriculation from the Office of Graduate Studies.



**Deferred Matriculation:** Applicants with marginal qualifications or inadequate preparation may, upon recommendation of the department, be admitted to study on a conditional basis (deferred matriculation) with the understanding that eligibility for matriculation will be established in a manner prescribed by the department in which the student wishes to matriculate. Course work and other study undertaken to remedy the deficiency or to demonstrate the ability to do graduate-level work may be in addition to the regular program requirements.

**Non-Degree Students:** Individuals who have a baccalaureate degree and want to enroll in particular courses to satisfy personal interests without reference to matriculation in any degree or certification program may apply for admission as non-degree students. (Note: Most M.B.A. courses are not available to non-degree students.) Applications for this status do not require the supporting credential specified above for degree programs, except for the transcript showing possession of a bachelor's degree and the statement of objectives.

Admission on a non-degree basis does not imply acceptance in or eligibility for matriculation in any degree program.

**Admission of Veterans:** Veterans seeking admission to a graduate program should apply to the Veterans Administration for a certificate of eligibility and entitlement well in advance of the registration date. These forms may be obtained at the Veterans Office located in College Hall, Room 317A.

The Veterans Administration has established certain limitations, particularly with regard to changes in courses. It therefore becomes important that veterans clearly state their educational objectives on all appropriate forms.

To insure that the application is in order, and that the veteran has fulfilled the requirements of the GI bill, the veteran should report during registration to the Veterans' Counselor.

**Foreign Applicants:** Foreign applicants should obtain an application from the Office of Graduate Studies, and return the completed form to the office at least one month prior to the normal deadline.

As proficiency in spoken and written English is prerequisite to graduate study at Montclair State College, TOEFL (Test of English as a Foreign Language) scores are required for all applicants who have undergraduate degrees from institutions where English is not the native language. TOEFL is administered worldwide by the Educational Testing Service of Princeton, New Jersey. Scores from this test should reach the Office of Graduate Studies no later than the normal deadline.

**Qualified Seniors:** Montclair State College undergraduates with an academic average of at least 2.67, who are within 16 semester hours of graduation, may take up to six semester hours of graduate work at the 500 level, if prior permission is granted.

In order to be eligible to take graduate courses, a qualified senior must complete the appropriate application, which is available in the Office of Graduate Studies. Qualified undergraduates taking graduate courses for graduate credit must pay appropriate fees and tuition at the regular graduate student rates. Admission of an undergraduate to courses at the graduate level does not imply future acceptance into a graduate degree program.

**Visiting Students:** Graduate students matriculated at another college may register for courses during In-Person Registration. They must bring with them a form or letter of permission from the institution they are attending stating they are students in good standing. The current Schedule of Courses booklet, available in the Office of the Registrar, should be consulted for further details.

## ACADEMIC POLICIES AND REGULATIONS

**Course Load:** Nine semester hours constitute a full-time course load. It is recommended that a student who is fully employed take no more than six semester hours of course work in any one semester. Graduate assistants are required to carry only six semester hours for full-time status.

**Course Numbering and Scheduling:** Selected courses numbered from 400 through 499 are senior-graduate courses. They may be taken for graduate credit only with the permission of the graduate advisor in the student's major department and only to the extent approved by regulations governing graduate studies. At this time, no more than 25 percent of the courses offered for the Master of Arts degree may be numbered from 400 through 499. Courses numbered below 400 are not acceptable for graduate credit.

Courses numbered 500 and above are open only to graduate students and last-term seniors with prior approval. Courses are scheduled in the late afternoon and evening during the fall and spring semesters. Summer Sessions graduate courses are scheduled both in the day and evening.

**Restrictions for Graduate Credit:** No credit is granted toward the Master of Arts degree for certain 400 level courses which are required for initial certification.

Courses taken ten or more years prior to the date of the student's matriculation will not be accepted for credit toward the Master of Arts degree, except upon recommendation by the major department and approval of the appropriate academic dean.

No more than six semester hours of credit may be allowed for courses completed at Montclair State College prior to matriculation for the master's degree, except in specially designated programs.

No graduate credit is allowed for courses taken at other colleges while the student is enrolled at Montclair State College unless the student obtains prior approval from the appropriate academic dean. A form for this purpose is available in the Office of Graduate Studies and should be completed well before the transfer credit is needed.

Credit is not allowed for courses taken on an audit basis.

It is the obligation of each student to ensure that no course undertaken for graduate credit duplicates a course previously taken by that student. Courses may not be taken more than once for credit regardless of any change in the course number or title.

**Transfer Credit:** A student may transfer six semester hours of graduate credit previously earned at an accredited college or university toward a degree program

at Montclair State College, provided the student obtains approval from the department graduate advisor at the time of admission, and provided that the credits were not previously applied to any degree. This approval must be noted on the student's work program. Grades below B are not accepted for transfer credit, nor are courses below graduate level in the originating institution.

**Time Limit:** Requirements for all Master's degrees except the Master of Business Administration must be completed within six years from the date of matriculation unless there is an approved extension. In the case of the MBA, students must complete this program within eight years of the date of matriculation unless there is an approved extension. Written applications for extension will be reviewed and evaluated by the Office of Graduate Studies on the basis of the student's progress toward the degree and in accordance with established graduate policy at the time of application. The Dean of the school involved will be consulted in reaching a decision.

**Grades and Standards:**

Effective Fall Semester 1989 the grading system for graduate courses at the 500 level or above, shall include:

A = 4.0	C+ = 2.3	IN	Incomplete
A- = 3.7	C = 2.0	WD	Withdrew
B+ = 3.3	C- = 1.7	NC	No Credit
B = 3.0	F = 0.0	AU	Audit
B- = 2.7		RD	Repeated Course
		RF	Repeated Course

Effective Fall Semester 1989, the grade "D" will be eliminated as a possibility for courses at the 500 level or above.

The mark "F" signifies: (1) academic failure; (2) failure of the student to submit written notice of withdrawal; or (3) unofficial withdrawal after the mid-point in the semester. The mark "WD" is given to those who submit in writing their intention of withdrawing from a course before the midpoint of a semester.

The grade "IN" is intended to indicate that the student has not completed the course and that a grade is being withheld until the work is performed and approved. Students must enter into a formal contract with the faculty prior to the end of the semester, using the form available in the Office of the Registrar. The "IN", if not replaced with a final grade by May 1st for Fall and Winter incompletes and December 1st for Spring and Summer, will become an "F." Exceptions can be granted only upon petition to the appropriate School Dean.

A change of grade request from other than an "IN" grade, must be processed by faculty and approved no later than the end of the next full semester following the semester in which the grade was earned.

In order to qualify for the master's degree, a student must have a 3.00 GPA within the major as well as cumulative grade point average of 3.00 based upon a possible 4.00 system. Students may repeat a grade of D or F with approval of the appropriate graduate advisor and the Office of Graduate Studies.

Any matriculated student whose grades fall below 3.00 cumulative grade point average will be placed on academic probation and will be given one semester, within one year from date of first notification of probationary status, to



achieve the required average. Failure to obtain the required average within the prescribed period of time leads to final review which may result in the termination of matriculated status. Notice of such action will be sent to the student by the Office of Graduate Studies after consultation with the departmental graduate advisor. A student may appeal such action in writing to the appropriate academic dean.

An official record of credits and grades earned will be mailed to the student following the close of each semester.

**Audit Policy:** To “audit” a course is to attend class regularly, without the obligation of participating in classroom discussions, laboratory work, examinations, performances or any class activity other than listening. A course may be audited under the following conditions:

1. Students auditing a course are required to establish eligibility for admission, register, and pay full tuition and fees.
2. A course may be audited on a space available basis only and requires approval and signature of the department chairperson.
3. Students are required to file an Audit Application with the Office of the Registrar in addition to the registration form.
4. The College’s attendance policy applies to audited courses.
5. Audited courses are considered as part of the student’s regular course load.
6. Audited courses do not carry academic credit.
7. An “audit” may not be changed to “credit” nor a “credit” to “audit” after the first three weeks of the semester.
8. The student’s record will show a grade of “AU” for the course if the instructor certifies that the regulations, including required attendance, have been met.
9. A student who later seeks credit by examination for a course previously audited must be enrolled in the College at the time that the examination is taken and is subject to such fee charges for the examination as the College may establish.
10. A student who has audited a course may take the course at a later date for credit.

**Registration Procedure:** All formally admitted graduate students who were registered at Montclair State College during a given semester and all newly admitted graduate students will automatically have Advanced Registration material mailed to them for the immediate following semester. Returning students who are not currently enrolled must contact the Office of the Registrar to request registration material. New students who are admitted after the Advanced Registration period and students who do not submit their registration by the deadlines, must register in person.

Registration procedures, regulations and deadlines may be obtained from the Office of the Registrar, or from the semester’s Schedule of Courses book.

# GRADUATION REQUIREMENTS

**Program of Study:** A minimum of thirty-two semester hours of graduate credit is required in all departments. Additional hours may be required to satisfy prerequisites or special programmatic purposes.

Each student must pass a comprehensive examination in his/her field, either oral or written, or both with the approval of the graduate advisor and the Office of Graduate Studies; a thesis may be substituted for all or part of the examination.

Candidates are also required to demonstrate their ability to execute and report on an independent research project or other creative production. This requirement may be satisfied in one of several ways: (1) a project report written in connection with a required departmental seminar, (2) a master's thesis or (3) the production of a creative project in the fine and performing arts or humanities. The option selected must have departmental approval.

A department may accept the master's thesis as equivalent to a required seminar and/or in lieu of all or part of the comprehensive examination.

**Thesis:** Those interested in writing a thesis must obtain the MSC Thesis Guidelines from the Office of Graduate Studies or their major department, and consult the graduate advisor before beginning any part of the process. Students are responsible for following these guidelines in selecting an advisor and a topic, registering, completing and typing the thesis, defending and applying for graduation. *Form A – Approval for Writing a Master's Thesis* must be signed by all parties concerned and the appropriate section turned in at the initial registration for thesis. **THERE WILL BE NO REGISTRATION FOR THESIS OR THESIS EXTENSION WITHOUT WRITTEN PERMISSION.**

**Comprehensive Examination:** The comprehensive examination is open only to matriculated students and is usually administered once in October and once in March. Students should check with their departmental graduate advisor to determine the date and time of the examination.

It is the student's responsibility to file the Notification for Comprehensive Examination form with the Office of Graduate Studies and the appropriate department at the beginning of the semester the examination is to take place. The form is available in the Office of Graduate Studies.

Students who fail the departmental comprehensive examination are allowed to retake it twice but must reapply each time as described above.

Effective October 15, 1985, the New Jersey State Board of Education requires candidates for *instructional* certificates to take sections of the National Teacher Examination or, in some cases, the Graduate Record Examination, and achieve a minimum score prior to certification. Information regarding *which* tests to register for and how to register is available in the Office of Teacher Education, 003 Chapin Hall.

**Application for Final Evaluation for Graduation and Certification:** Students are required to complete the curriculum prescribed in the College catalog in effect, or as subsequently modified, when they matriculate. Graduate students are required to maintain a cumulative grade point average of 3.00 based upon a possible 4.00 system. Graduate students are also required to maintain a cumulative

grade point average of 3.00 in the major if required by the department. Inquiries pertaining to an individual's program of studies should be referred to the appropriate academic or faculty advisor. It is the student's responsibility to meet all graduation requirements.

Degree candidates are required to file an Application for Final Evaluation with the Office of the Registrar prior to the intended graduation date. All degree requirements must be completed by the respective graduation dates.

**Application for Final Evaluation filing deadlines for master's degree candidates are October 1 for graduation the following May, March 1 for graduation the following August, and June 1 for graduation the following January.**

Prior to in-person registration for the final semester, the student will be mailed a copy of the final evaluation listing requirements that must be completed in order to meet the intended date of graduation. Students who wish to confirm receipt of their Application for Final Evaluation by the Office of the Registrar should consult the list posted outside the office during the month immediately following the filing deadline.

**Master's degree candidates who have been evaluated for New Jersey teaching certification endorsement are required to also file an Application for Certification and pay the required fees by check or money order to Montclair State College in the Office of the Registrar during the period of March 15-April 15 for May graduation, July 1-August 1 for August graduation, October 15-November 15 for January graduation. The fee is \$40.00 for each endorsement.**

Effective October 15, 1985, The New Jersey State Board of Education required candidates for instructional certificates to take sections of the National Teacher Examination and achieve a minimum score prior to certification. Information regarding which test to register for and how to register is available in the Office of the Director of Teacher Education.

**Approved Educational Certification Programs:** Students who have been admitted to an approved certification program at the College and are seeking New Jersey Instructional, Educational Services or Administrative certificates are required to file an Application for Final Evaluation and an Application for Certification with the Office of the Registrar.

**Application for Final Evaluation filing deadlines for students who have been admitted to an approved certification program are October 1 for certification the following May, March 1 for certification the following August, and June 1 for certification the following January.**

Prior to in-person registration for the final semester, the student will be mailed a copy of the final evaluation listing requirements that must be completed in order to meet the intended date of certification. Students who wish to confirm receipt of their Application for Final Evaluation by the Office of the Registrar should consult the list posted outside the office during the month immediately following the filing deadline.

**Students who have been admitted to an approved certification program and have been evaluated are required to file an Application for Certification and pay the required fees by check or money order to Montclair State College in the Office of the Registrar during March 15-April 15 for May certification,**



**July 1-August 1 for August certification, October 15-November 15 for January certification. The fee is \$40.00 for each endorsement.**

Effective October 15, 1985, the New Jersey State Board of Education required candidates for instructional certificates to take sections of the National Teacher Examination or, in some cases, the Graduate Record Examination, and achieve a minimum score prior to certification. Information regarding which tests to register for and how to register is available in the Office of the Director of Teacher Education.

Students seeking certification through professional associations (e.g. American Dietetic Association, National Association of Music Therapy, Inc.) should apply to the appropriate association.

**Commencement and Diploma:** Commencement exercises are held in the Spring semester of each year. However, students who meet the scholastic requirements for their degrees and who have fulfilled all other obligations to the College may be awarded diplomas in August or in January. The Office of the Registrar will notify students when diplomas will be available.

## TUITION AND FEES\*

### Tuition Charge

Graduate tuition, for those students who hold at least a bachelor's degree, per semester hour of credit

(in state)**	\$96.00
(out of state)	\$120.00

### Fees

Student Building fee, paid each time a student registers, per semester hour  
..... \$8.50

General Service fee, paid each time a student registers, per semester hour  
..... \$1.75

Late Registration fee, for all students who register after the regular registration period (non-refundable) ..... \$15.00

*\*Tuition and fees are subject to change without prior notice.*

*\*\*In order to qualify for the in-state tuition rate, the student, parent(s), or guardian(s) upon whom the student is financially dependent must be a bonafide domicile within the State for a continuous period of one year immediately prior thereto. (N.J.S.A. 18:62) All foreign exchange students are considered as non-residents for tuition purposes, regardless of where they reside while attending Montclair State College. Any questions concerning the residency status should be directed to the Business Office.*

### Parking (decals purchased for the fall or spring semester are valid through the summer)

Automobiles and trucks (first vehicle registered)	\$20.00
(alternate vehicle registered)	\$10.00
Motorcycles (first motorcycle registered)	\$10.00
(alternate motorcycle registered)	\$ 5.00
Automobile and motorcycle (total)	\$25.00

**Application for Admission (Non-refundable Fee)**

Each application for admission must be accompanied by an application fee of .....\$20.00

**Application for Certification (Non-refundable Fee)**

Per each New Jersey Instructional, Educational Services or Administrative Certification Endorsement .....\$40.00

**Transcript Fee (Non-refundable)**

Per copy (both undergraduate and graduate records for same student are considered one copy) .....\$ 2.00

Five or more copies requested at the same time for the same student (maximum) .....\$10.00

**Payment**

Checks and money orders are payable to Montclair State College.

**Refund and Withdrawal**

In accordance with the New Jersey State Board of Higher Education policy dated July 16, 1976, the following uniform schedule of refunds for tuition and service charges is effective in all New Jersey State Colleges:

	Percent Refunded
Course discontinued by college authorities .....	100
Official student withdrawal during the first week of classes .....	100
Official student withdrawal after first week but during first third of course .....	50
Official student withdrawal after first third of course .....	NONE
Refunds for courses that are scheduled other than the full semester are prorated in accordance with the above stipulations.	

Official withdrawal is effective on the date which the Office of the Registrar receives written notification from the student. No withdrawals are accepted after the midpoint of a course.

Note: Comparable refund periods apply during the Summer and Winter Sessions.

**FINANCIAL AID**

Several kinds of financial aid are available to graduate students who meet all admission requirements. Some of these aids provide an opportunity for desirable professional experience as well. Conditions for assistantships, loans and other aids are subject to change.

**Graduate Assistantships:** Graduate Assistants are expected to contribute an average of 15 hours per week during a 10-month academic year covering September 1 to June 30. They may be given teaching assignments or other duties which are directly associated with their department's educational responsibilities.

A stipend of \$3,000 plus waiver of all College-wide fees and tuition for all graduate level courses required to complete individual degree programs are included as part of the assistantship. During the academic year following the assistantship, tuition waiver and College-wide fee waiver are also included for the

number of semesters equal to the number of semesters served as a Graduate Assistant. Graduate Assistants are defined as full-time students if registered for at least 6 semester hours. The Registrar is authorized to certify this full-time status. Therefore, Graduate Assistants may not accept full-time employment during the period of their assistantship and may not register for more than 12 semester hours per semester without written approval of the appropriate academic dean. For an application, contact the Office of Graduate Studies.

Graduate Assistants must be either matriculated or eligible for matriculation into a graduate degree program at Montclair State College prior to their appointment.

**Resident Assistantships:** Opportunities are available for graduate students to work as Residence Hall Directors (graduate interns). These graduate interns serve as directors for small residence halls for undergraduate students from June 15 to June 15 of the following year.

There is a monetary stipend plus room and board for the year.

Applications are available in March when there is a vacancy. If any further information is required, you should contact the Office of Residence Life, fourth floor, Bohn Hall and speak with the Associate Director.

We encourage graduate applicants who are accepted at Montclair State College in the fields of counseling, psychology, or communication, and with any prior experience as an undergraduate within Residence Life or student activities, to participate in our Residence Life Program.

The graduate assistants, as well as the full time residence hall director, play an important role in the administration of our residence hall program.

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**The following programs are administered by the Office of Financial Aid. All inquiries should be directed to it at (201) 893-4461.**

**Equal Opportunity Fund Grant and Assistantships (EOF):** Residents of New Jersey who receive undergraduate EOF grants, or who were qualified for EOF but did not attend undergraduate colleges with EOF programs, may apply for EOF grants and assistantships. Those interested should contact the director of the EOF graduate program (201) 893-4384.

**Garden State Fellowships:** Awards based upon high academic achievement (College record, etc.) Awards made by State of New Jersey to residents who are full-time students at New Jersey colleges. Fellowships of \$4,000 each are made to 25 students each year. Applications are available from the Graduate Studies Office.

**New Jersey Guaranteed Student Loan:** Loans may be made by participating banking or savings and loan institutions and are guaranteed by the New Jersey Education Assistance Authority. A list of participating lenders may be obtained from the Authority. The maximum amount of such loans is limited to \$7,500 annually for graduate students. There is no interest charged while attending MSC, but it is charged beginning six months after termination of attendance.

**Carl D. Perkins (NDSL) Loan:** American citizens, legally resident aliens and those who have filed initial citizenship papers and are halftime students



at MSC are eligible to apply. The amount of the loan is determined by the availability of funds and the need of the students. Interest of 5 percent and repayment begin six months after the student ends study.

**PLUS Program:** Full and half-time students may obtain loans under this program. Amounts up to \$4,000 are available. Information and applications are available at participating lending institutions.

**College Work-Study:** Graduate students as well as undergraduates may apply for part-time jobs in the College at an hourly rate under the federal work-study program. Students must demonstrate financial need.

**Enrollment Status:** Only *matriculated* or *certificate program* students are eligible for financial aid under the following programs – NJGSL, Perkins Loan, PLUS Loan and College Work-Study.

The **GAPSFAS** (Graduate and Professional School Financial Aid Service) form is used to determine eligibility for the New Jersey Guaranteed Student Loan, Carl D. Perkins (NDSL) Loan and College Work-Study Programs. The GAPSFAS is available from the Financial Aid Office.

**Satisfactory Academic Progress:** All graduate students who receive financial aid must maintain “satisfactory academic progress” as defined by the College. A complete summary of these requirements is available from the Financial Aid Office.

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**International Student (Non-Resident Tuition Waiver):** A remission of non-residential tuition may be made to students from other countries who demonstrate financial need. Those interested should apply by November 1 for the following Spring semester and by May 15 for the following Fall semester. For further information and/or applications please contact the International Student Advisor in the Dean of Students Office, College Hall, Room 217.

**Part-Time Employment:** Career Services, located in the Student Center Annex, 104, (201) 893-5194, lists several thousand part-time, summer and temporary positions each year. Graduate students may check current listings daily between 8:30 a.m. and 4:30 p.m., Monday through Friday and on Thursdays until 8:00 p.m. during the semester. In addition, they can confer with the job developer, attend seminars on the creative job search, and register with the office’s computerized job matching system to receive notices in the mail.

## Scholarships:

### Career Services

#### CHARLES BARGERSTOCK MEMORIAL FUND

*Amount:* \$500 (per semester)

*Criteria:* Graduate students enrolled in the counseling and guidance program. Available for internship ten hours weekly in Career Services Office, Department of Counseling, Human Development and Educational Leadership, or Graduate Studies Office.

## **English**

### **MARY BONDON SCHOLARSHIP AWARD**

*Amount:* \$1,000

*Criteria:* *Qualified MSC English Department graduate student pursuing a career in the teaching profession in area of English Literature.*

*Contact:* *Chairperson, English Department, or English Graduate Program Coordinator*

### **LAWRENCE H. CONRAD MEMORIAL SCHOLARSHIP**

*Amount:* *Varies*

*Criteria:* *MSC graduate, pursuing graduate degree in American Literature or Creative Writing at the College. Selection based on value of thesis proposal and financial need.*

*Contact:* *Dr. Morris G. McGee, English Department*

## **Graduate Studies**

### **SIMONE PICARD ASSISTANCE FUND**

*Amount:* *Varies*

*Criteria:* *Student enrolled in a master's degree or other post-baccalaureate program at Montclair State College. Preference will be given to applicants preparing for careers in teaching or related educational areas. Under circumstances deemed exceptional by the Committee; partial assistance may be granted to baccalaureate degree students who have completed at least 60 semester hours of work of which 24 semester hours had been completed at Montclair State College.*

*Contact:* *Dr. Bertha B. Quintana, Anthropology Department*

## **Mathematics and Computer Science**

### **MAX A. SOBEL FELLOWSHIP**

*Amount:* *Amount and frequency varies.*

*Criteria:* *Graduate student in mathematics education; nominated by mathematics education faculty.*

*Contact:* *Chairperson, Mathematics and Computer Science Department*

## **Merit Scholarships**

### **THE PHYLLIS LEBOFF ENDOWMENT FUND IN HONOR OF HER HUSBAND, GERALD A. LEBOFF**

*Amount:* *Varies*

*Criteria:* *Talented and gifted undergraduate and graduate students.*

*Contact:* *Office of Development and External Relations*

For a complete list of scholarships available to graduate and undergraduate students, consult the current undergraduate catalog, available in the Office of Admissions.

**Veterans Benefits:** Those who believe they qualify for veterans benefits should see the Veterans' Assistant located in College Hall, Room 317A. All veterans should submit a copy of their discharge papers (DD214).

# STUDENT SERVICES

**Alumni Association:** Graduates of Montclair State College automatically become members of the Alumni Association. Each year the Association Executive Board and the alumni director plan a schedule of activities including class reunions, fall homecoming, Alumni Weekend, special conferences and senior class activities. The Association also sponsors scholarships and faculty grants and conducts fundraising activities which enable alumni to support their favorite College projects. The Alumni Office is located in the Alumni House, 34 Normal Avenue, Upper Montclair, telephone (201) 893-4141.

**Bookstore:** Located on the ground floor of the Student Center Annex, the Bookstore sells textbooks, paperbacks, greeting cards, clothing, office supplies and other items. Hours change each semester but are posted at the front door.

**Career Services** provides career planning and job hunting information to students. The office, located in the Student Center Annex, 104, works with individuals who are confused about their career goals as well as those who have particular goals in mind.

Students are assisted with career counseling, instructional seminars, a career library, and listings of full-time and part-time job openings. The jobs listed are in every area except public school teaching and administration. Unique services which are offered include a computerized job matching system, videotaped "mock interviewing", a computerized interactive guidance system called DISCOVER, and an alumni career information network.

The staff is available to provide career counseling, answer questions and to help graduate students find specific information. Graduate students can use the library or job listing books when the Office is open daily from 8:30 a.m. to 4:30 p.m., Monday through Friday and on Thursday until 8:00 p.m. during the semester. Regularly scheduled seminars do not require pre-registration. To see a counselor, it is necessary to make an appointment by coming into the office or calling (201) 893-5194.

**Communication Sciences and Disorders:** Located in the Speech Building, the Department provides services or referrals to students with communication disorders.

**Counseling:** The staff of the Psychological Services Department is available for students seeking professional assistance. Graduate students are interviewed and referred to community agencies or independent practitioners as appropriate. The office is located in Gilbreth House, (201) 893-5211.

The Drop-in Center complements Psychological Services and provides peer counseling 24 hours a day, as well as round-the-clock referrals to on- and off-campus facilities. A policy of strict confidentiality is observed. The Center is staffed by an average of 20 students who serve on a volunteer basis. This staff is trained in Rogerian creative-listening technique and is familiar with the many resource materials which the



Center has accumulated during the seven years on campus. The Drop-in Center, sponsored by the Student Government Association, is located between the Student Center and Richardson Hall, (201) 893-5271.

**Cultural Opportunities:** A number of significant series of cultural events adds to the pleasantness and interest of life on the campus. The Department of Speech and Theatre presents several plays each semester, and, in the Spring, a major student dance concert. The Department of Fine Arts and the Office of Cultural Programming together operate a gallery whose exhibits are generally changed monthly. Distinguished artists visit the campus to talk about their work at the Art Department's Art Forum which takes place on most Thursday afternoons during the semester. The Music Department offers an extensive series of faculty and student concerts. The Office of Cultural Programming brings to the campus performers like Emelyn Williams and Alvin Alley.

During the Summer, TheatreFest, the college's professional season stock company, offers a series of plays, each running one week.

**Further Graduate Study:** Students interested in attending a university for study toward a doctoral degree may find information in Career Services (Student Center Annex, 104). The Office of Graduate Studies also has national guidebooks on graduate programs, information on scholarships and GRE/GMAT/LSAT/MAT applications. Departmental advisors should be contacted for information related to their specific discipline.

**Health Services:** A registered nurse is on duty 24 hours a day from 8 a.m. Monday until 4:30 p.m. on Saturday, in the College Health Center located in Blanton Hall. The door is locked after 10:00 p.m., and students must call (201) 893-4361 before coming between 10:00 p.m. and 7:00 a.m. The doctor is available during office hours every morning Monday through Friday.

**I.D.:** Students, faculty and staff are required to have a College-issued picture Identification Card. This card must be shown to withdraw books from the library, to obtain access to the Student Center Rathskeller, and to participate in various activities sponsored by the Student Government Association and Montclair State College.

All students currently holding I.D. cards will receive validation stickers with their class schedules and their tuition payment receipts each semester. New students will have their pictures taken at registration and receive temporary I.D. cards upon showing their course schedules or tuition receipt vouchers. They must go to the Student Center, Room 423, for their permanent I.D. cards, or call (201) 893-4147 to have the cards left at the Student Center, 2nd floor Information Desk for after-hour pick-up. The hours are between 5:00 p.m. and 8:00 p.m., Monday through Thursday evening and Saturday morning, 10 a.m. to 12 noon.

**Insurance:** Medical insurance is available to all students at low cost, whether full or part-time. If needed or desired, arrangements can be made through the College Health Center, (201) 893-4361.

**Older Adult Tuition Waiver Program:** New Jersey residents 65 years of age or older are eligible to take courses on a space available, tuition-waiver ba-

sis. To apply call the Office of Graduate Studies, Room 208, College Hall (telephone: 201-893-5147) for an application. For details on the Older Adult Tuition Waiver Program and course advisement, call the Office of Intra-Collegiate Academic Programs (ICAP), Room 306, College Hall (telephone: 201-893-4431).

**Parking:** The College maintains several parking lots for use by students. These are designated on all campus maps. The College assumes no responsibility for cars or their contents while parked on College property. Parking decals are required of everyone and are available in the Business Services Office in College Hall. Decals must be displayed on all cars parked on campus. Shuttle buses are available to take people to and from parking lots and classroom buildings.

Students who fail to obey parking rules may receive either a municipal or College summons and possible towing.

**Residence Halls Facilities:** The Office of Residence Life maintains an off-campus listing of private homeowners and landlords who wish to rent rooms, apartments or houses to students. Information on available units is posted on the bulletin board located in Bohn Hall, adjacent to the classrooms. The Office of Residence Life (Room 411 Bohn Hall) is open on weekdays from 8:30 a.m. to 4:30 p.m., closed on holidays and weekends, and may be reached at (201) 893-5188.

**Security and Safety:** Assistance is provided by the Campus Police and Security Department in several ways: protection, investigation, information and advice. Emergency telephones are available on light posts and buildings around campus. In case of fire or life-threatening emergency, dial 411 on the campus line. For other assistance, dial 5222.

Some of the services offered to students by the Campus Police and Security Department are: information on rape and crime prevention, services to motorists (keys locked in car, stalled or disabled vehicle), and temporary parking permits (emergencies, temporary use or replacement vehicle, guests on campus, temporary overnight or disabled parking).

Campus Police will also respond to and investigate vehicle accidents and other incidents. Copies of these reports are available after three business days from the reported incident. Students are encouraged to report any incidents of a suspicious nature.

**Student Center and Dining Facilities:** The Student Center contains the bookstore, candy shop, information desk, game room, flea market and dining facilities.

There are four dining options in the Center: the cafeteria; the waitress service dining room; the Rathskeller which serves beer and wine as well as food; the vending machines which provide sandwiched and cold snacks; and a satellite operation in College Hall, the Snack Bar. A valid MSC student identification card is required for admission to the Rathskeller. The Student Center is open when classes are in session throughout the academic year. During examination time and over holidays, modified hours will be posted.



**Transcripts:** To obtain a transcript, students must complete a transcript request form, available through the Office of the Registrar. A fee of \$2.00 per copy (both undergraduate and graduate records for same student are considered one copy) is payable in advance to Montclair State College. If 5 or more transcripts are requested at one time, for the same individual, the fee shall be \$10.00. Please allow 10 working days for processing of all transcript requests. Additional time should be allowed for transcripts processed at the conclusion of each College session.

Transcripts will not be released for students who have an obligation (i.e., financial, library, parking, loan, etc.) to the College.

**Women's Center:** The Women's Center is located in the Student Center Room 420, telephone (201) 893-5106. It provides individual and group counseling, workshops in various areas of concern to women and men, and a Wednesday noon discussion series. Referrals are made where appropriate. The Center contains a library and reference files open to the College community.





# ANTHROPOLOGY

*Chairperson: Dr. Bertha B. Quintana*

*Program Coordinator: Dr. Kenneth Brook*

## COMBINED BACHELOR AND MASTER OF ARTS IN PRACTICAL ANTHROPOLOGY

### THE PROGRAM

The combined B.A./M.A. Program in Practical Anthropology represents an integrated and challenging approach to undergraduate and graduate education in anthropology. Its primary objective is to provide students with the knowledge, skills and experience required to pursue careers in applied anthropology in non-academic settings. Its emphasis is on *practice* and the utilization of anthropological knowledge as well as adherence to the discipline's four-field approach and culture area perspective. Recognizing new occupational opportunities for practicing anthropologists, the program has been commended for the balance it achieves between academic integrity and practical concerns.

### CAREER OPPORTUNITIES

- Museum curatorial work, contract archaeology
- Historical preservation and reconstruction
- Government and private planning and research agencies
- International relations organizations
- Public interest organizations, community planning
- Medical and mental health programs
- Helping professions
- Market research, consumer affairs

### PROGRAM OBJECTIVES

- To familiarize students with anthropology's holistic and unifying perspective by introducing them to the integrative nature and practical applications of data from the discipline's four major subfields.
- To foster the development of cultural sensitivity through course work which addresses basic uniformities in human concerns and generates understanding of diverse cultural responses to them.
- To introduce students to the applications of anthropological theory and insights in contemporary affairs, and to the variety of contexts within which practicing anthropologists function.
- To instruct students in the qualitative and quantitative methodologies used by practicing anthropologists.
- To provide specialized preparation for students in needs and impact assessment.

program evaluation, policy development, communication and mediation, cultural resource management.

- To provide actual field experience in the practice of anthropology by placing students in regional public and private agencies, where under faculty guidance and agency supervision, they assume responsibility for completing a significant project.
- To educate students about career opportunities in applied anthropology and the best strategies to be used in marketing their skills and experience.

## PROGRAM OVERVIEW

In combination, undergraduate and graduate course work in anthropology includes the following areas: basic core courses; practical anthropology; methods in anthropological research and practice; urban anthropology; culture change; quantitative methodology; computer applications; non-western cultures; and topical courses related to the student's career interests. Apprenticeship and thesis requirements are fulfilled in cooperation with faculty advisors.

## ADMISSION TO THE PROGRAM

The needs of graduate applicants are reviewed on an *individual* basis to insure that prerequisites for successful completion of the program are satisfied. In the process, every effort is made to minimize the number of undergraduate courses required of entering new students. During the final year of the program, each student conducts an apprenticeship in an actual work setting under the supervision of a professional anthropologist. To be awarded the M.A. in Practical Anthropology, students must achieve a minimum 3.0 average, pass a comprehensive departmental examination, and complete a thesis based upon the apprenticeship experience. Students interested in this innovative and comprehensive program are advised to contact the department chair or program coordinator for further information.

## BIOLOGY

*Department Chairperson: Dr. Larry Cribben*

*Graduate Advisor: Dr. Larry Cribben*

The graduate programs in the Biology Department are designed to enable a student to develop his or her preparation for a career in biological fields requiring advanced training or for the teaching profession.

Research facilities of the Biology Department are maintained in Mallory and Finley Halls and include specialized equipment for electron microscopy, botany, microbiology, immunology, aquatic biology, tissue culture, animal behavior, and cell physiology. Additionally, the facilities at the New Jersey Marine Sciences Consortium, and other departments in the School of Mathematical and Natural Sciences are available for cooperative graduate research. Faculty research interests include aquatic and terrestrial ecology, environmental toxicology, develop-

mental biology, parasitology, entomology, immunology, cell physiology, and molecular biology.

The Biology Department offers thesis and non-thesis students opportunity for graduate research under faculty supervision in selected areas of biology. Original research should not exceed 8 semester hours for thesis students and 4 semester hours for non-thesis students. A maximum of 2 semester hours will be given to the non-thesis student for research in biological literature. Students must complete a minimum of 26 semester hours in biology and a maximum of 6 semester hours in approved electives, completing a total of 32 semester hours in coursework.

## ADMISSION REQUIREMENTS

Prior to matriculation for the Master of Arts degree in biology, the student should have completed a subject matter of at least twenty-four semester hours in biology and have adequate preparation in college chemistry, mathematics and physics.

In cases where there has been a weak undergraduate program in the major and/or collateral fields, prerequisite courses, which will not count towards graduate credit, may be assigned.

The matriculation program for M.A. candidates is prepared in consultation with the biology graduate advisor. Changes in the program can be made only with the written approval of the graduate advisor. It is the responsibility of the student to keep the advisor informed of progress in the program.

### Semester Hours

I.	Course Requirement	
	BIOL 514 Graduate Seminar in Biology .....	1
II.	Research Requirement	
	BIOL 597 Research in Biological Literature .....	2
	or	
	BIOL 600 Thesis Research in Biology .....	3-7
III.	Electives .....	Maximum 6
	(Prior approval of Graduate Advisor is necessary.)	
IV.	Semester Hours Required in Biology .....	26
V.	Comprehensive Examination	
	Non-thesis students will take a written examination upon completion of course work in the biology core areas of molecular biology, ecology, and physiology. Thesis students will give a research seminar related to their project and will defend their thesis.	

Minimum: 32 semester hours

## BIOLOGY

### Course Descriptions

### Semester Hours

<b>BIOL 501</b>	<b>BIOLOGY OF HUMAN SEXUALITY</b>	<b>3</b>
The course is designed to introduce the student in the graduate program in human sexuality and family life education to human anatomy and physiology, human genetics, endocrinology of the reproductive system and human development biology. These fields of knowledge are necessary in order to adequately understand and teach others about human sexuality, as well as to adequately counsel those who require assistance. This course is only open to graduate students in the School of Professional Studies.		



**BIOL 512 TOPICS IN MODERN GENETICS 3**

Seminar course. Selected topics from current developments in genetic research, including chromosome and gene fine structure, extra chromosomal genetic elements, genetic engineering and aspects of biomedical genetic research.

Prerequisites: Undergraduate course in genetics and undergraduate course in biochemistry.

**BIOL 514 GRADUATE SEMINAR IN BIOLOGY 1**

Through a series of seminars delivered by faculty and guests, students will survey a broad range of topics in modern biology, and be introduced to the variety of specializations represented within the department. Emphasis shall be placed on recent advances in diverse areas of biology.

Prerequisites: Matriculation for M.A. degree in biology or permission of instructor. Comprehensive examination for the master's degree in biology will be based on this course.

**BIOL 516 BIOGEOGRAPHY 3**

Distribution of plants and animals of the world on continents and continental and oceanic islands and in various climatic zones.

Prerequisites: One year of botany, one year of zoology, including vertebrate zoology, and a course in physical geography.

**BIOL 520 PLANT PHYSIOLOGY 4**

Investigation of physiology of plants. Plant growth, development and reproduction as well as the new advances in plant physiology. Water relations of plants, mineral nutrition, physiological significance of soil and soil moisture, photosynthesis, respiration, plant biosynthesis and dynamics of growth.

Prerequisites: Organic chemistry, one year of botany.

**BIOL 521 FIELD STUDIES OF FLOWER PLANTS 4**

The taxonomy, evolutionary trends and ecological adaptations of the gymnosperms and angiosperms. A variety of habitats will be visited and analyzed.

Prerequisites: One year of botany and field experience in ecology.

**BIOL 523 MYCOLOGY 3**

Identification and classification of fungi.

Prerequisite: Microbiology, one year of botany or instructor's permission.

**BIOL 531 MEDICAL PARASITOLOGY 3**

To study the phenomenon of parasitism as applied to man and his domestic animals. Areas of emphasis include specific adaptations for parasitism and transmission, effects on the host, epidemiology and control.

**BIOL 541 COMPARATIVE ANATOMY OF VERTEBRATES 4**

A critical analysis of the ontogeny and morphology of the protochordates and chordates, and their phylogenetic relationships drawn from the fossil record, evolutionary trends, and comparisons of homologies and analogies. Materials include: extensive dissections, outside readings, and field trip to the American Museum of Natural History.

Prerequisites: BIOL 131; BIOL 414, 443 suggested.

**BIOL 542 ADVANCED ENDOCRINOLOGY 3**

A study of the physiology of the mammalian endocrine system with emphasis on hormonal control of homeostasis.

Prerequisite: BIOL 446

**BIOL 543 ADVANCES IN IMMUNOLOGY 3**

To study in detail selected topics in immunology.

Prerequisites: 24 semester hours in biology, immunology, and 8 hours of chemistry, or instructor's permission.

**BIOL 544 COMPARATIVE ANIMAL PHYSIOLOGY 4**

The physiological mechanisms involved in the varied responses of both vertebrates and invertebrates to critical fluctuations of their physico-chemical environment.

Prerequisites: Cell biology, general physiology, one year zoology and 24 semester hours in biology.

**BIOL 545 EXPERIMENTAL ENDOCRINOLOGY 4**

A seminar and laboratory course in endocrinology in which the various endocrine glands will be surgically removed or chemically destroyed and the morphologic and physiologic effects measured and observed.

Prerequisites: 24 semester hours in biology, including endocrinology or human physiology, and BIOL 513.

**BIOL 546 TOPICS IN PHYSIOLOGY 4**

To give the student an in-depth understanding of three specific areas of human physiology. The areas selected are those in which there is a rapidly expanding body of knowledge. The areas covered will be kidney physiology in health and disease; neurotransmitters and modulation in the central nervous system; hemostatic processes in the myocardium and blood vessel walls in health and disease.

Prerequisites: BIOL 440, 442 and CHEM 231 or equivalents.

**BIOL 547 MOLECULAR BIOLOGY I 3**

Central concepts at the cellular level will be emphasized. Contemporary viewpoints in the areas of biomolecules, energy yielding and energy requiring processes and transfer of genetic information.

Prerequisites: Cell Biology, and one year of organic chemistry.

**BIOL 548 MOLECULAR BIOLOGY II 4**

Central concepts at the cellular level will be emphasized. Contemporary viewpoints in the areas of biomolecules, energy yielding and energy requiring processes and transfer of genetic information. The laboratory will deal with up to date investigative procedures via selected experiments.

Prerequisite: BIOL 547.

**BIOL 549 TOPICS IN DEVELOPMENTAL BIOLOGY 3**

Seminar in the regulation of developmental events, including both classical morphogenesis and recent advances using techniques of cell and molecular biology.

Prerequisites: Genetics and embryology.

**BIOL 550 TOPICS IN MICROBIOLOGY 3**

Coverage of selected topics such as the microbial genetics, antibiotic action, bacteriophage, virus, cancer and microbial metabolism. Emphasis will be placed on practical applications of modern research in specific areas.

Prerequisites: General Microbiology.

**BIOL 551 INTERMEDIARY METABOLISM I** **3**

Discussion of interrelationships of catabolic and anabolic paths. Primary emphasis is placed on the metabolism of nucleic acids, carbohydrates, and proteins.

Prerequisite: Biochemistry or Cell Physiology.

**BIOL 552 INTERMEDIARY METABOLISM II** **3**

Biological cycles, unity and diversity in metabolic paths, metabolic evolution, metabolic control mechanisms and other special topics. Primary emphasis is placed on the metabolism of lipids.

Prerequisite: BIOL 551 or instructor's permission.

**BIOL 570 ECOLOGY** **3**

Basic ecological principles and concepts. Habitat approach to field exercises in fresh water and terrestrial ecology. Intra and interspecific relationships with all living members of the ecosystem, problems in plant and animal biology.

Prerequisites: General Botany, General Zoology, and Plant Taxonomy or equivalent required for environmental studies degree.

**BIOL 572 ECOLOGY OF THE ESTUARY** **4**

Important biotic, chemical and physical parameters of New Jersey's estuaries. Evolution and successional trends of estuarine communities. Ecology of individual communities studied by field trips to Delaware Bay shore and to some Atlantic coast bays, marshes and offshore barrier islands. Also offered at the New Jersey Marine Sciences Consortium.

Prerequisites: One year Chemistry, General Botany, and Invertebrate Zoology.

**BIOL 573 BENTHIC ECOLOGY** **4**

Community structure, trophic dynamics, species diversity and distribution of bottom dwelling organisms in relationship to their environment; lectures, laboratory work and field investigations of the marine benthos. Also offered at New Jersey Marine Sciences Consortium.

Prerequisites: One year of Chemistry, General Botany, and Invertebrate Zoology.

**BIOL 595 GRAUDATE RESEARCH IN BIOLOGY** **1-4**

Under the guidance of a faculty sponsor, students will investigate individual research problems of appropriate scope. Research which is not original may be approved but must be of a calibre to warrant graduate research standards.

Prerequisites: Matriculation in biology M.A. program, and completion of 15 semester hours in graduate biology.

**BIOL 597 RESEARCH IN BIOLOGICAL LITERATURE** **2**

To allow the student to investigate and evaluate a specific topic in biology under the supervision of a faculty member and to develop the student's skills in presenting current research in both the written and oral modes.

Prerequisites: BIOL 514 and graduate matriculation.

**BIOL 600 THESIS RESEARCH IN BIOLOGY** **3-7**

This course is designed to encourage supervised graduate research in a well-defined area of biology.

Prerequisites: Matriculation in biology M.A. program, approval of department chairperson and graduate advisor, as well as faculty sponsor who will supervise research.



**BIMS 531 MARINE INVERTEBRATES: AMOEBOID AND SPOROZOAN PROTOZOA 1**

An in-depth study of the systematics, ecology, morphology, development, physiology and economic importance of the amoeboid and sporozoan protozoa. Systematics and ecology will be stressed. Emphasis will be placed on those forms native to New Jersey. Also offered at the site of the New Jersey Marine Sciences Consortium.

Prerequisites: Biology, preferably with background in ecology and invertebrate zoology or instructor's permission.

**BIMS 532 MARINE INVERTEBRATES: CILIATED PROTOZOA 1**

An in-depth study of the systematics, ecology, morphology, development, physiology and economic importance of the ciliated protozoans. Systematics and ecology will be stressed. Emphasis will be placed on those forms native to New Jersey. Also offered at the site of the New Jersey Marine Sciences Consortium.

Prerequisites: Biology, preferably with background in ecology and invertebrate zoology or instructor's permission.

**BIMS 533 MARINE INVERTEBRATES: FLAGELLATED PROTOZOA AND PORIFERA 2**

An in-depth study of the systematics, ecology, morphology, development, physiology and economic importance of the flagellated protozoans and sponges. Systematics and ecology will be stressed. Emphasis will be placed on those forms native to New Jersey. Also offered at the site of the New Jersey Marine Sciences Consortium.

**BIMS 534 MARINE INVERTEBRATES: COELENTERATA AND OTENOPHORA 1**

An in-depth study of the systematics, ecology, morphology, development, physiology and economic importance of the coelenterates and otenophores. Systematics and ecology will be stressed. Emphasis will be placed on those forms native to New Jersey. Also offered at the site of the New Jersey Marine Sciences Consortium.

Prerequisites: Biology, preferably with background in ecology and invertebrate zoology or instructor's permission.

**BIMS 535 MARINE INVERTEBRATES: THE WORM PHYLA 1**

An in-depth study of the systematics, ecology, morphology, development, physiology and economic importance of selected groups of marine worms with emphasis on the polychaetes. Systematics and ecology will be stressed. Emphasis will be placed on those forms native to New Jersey. Also offered at the site of the New Jersey Marine Sciences Consortium.

Prerequisites: Graduate standing in Biology, preferably with background in ecology and invertebrate zoology or instructor's permission.

**BIMS 536 MARINE INVERTEBRATES: MOLLUSCA 1**

An in-depth study of the systematics, ecology, morphology, development, physiology and economic importance of selected groups of marine molluscs. Systematics and ecology will be stressed. Emphasis will be placed on those forms native to New Jersey. Also offered at the site of the New Jersey Marine Sciences Consortium.

Prerequisite: Biology, preferably with background in ecology and invertebrate zoology or instructor's permission.

**BIMS 537 MARINE INVERTEBRATES: ARTHROPODA 1**

An in-depth study of the systematics, ecology, morphology, development, physiology and economic importance of selected groups of marine arthropods. Systematics and ecology will be stressed. Emphasis will be placed on those forms native to New Jersey. Also offered at the site of the New Jersey Marine Sciences Consortium.

Prerequisites: Biology, preferably with background in ecology and invertebrate zoology or instructor's permission.

**BIMS 538 MARINE INVERTEBRATES: BRYOZOA, ECHINODERMATA AND PROTOCHORDATA 1**

An in-depth study of the systematics, ecology, morphology, development, physiology and economic importance of selected groups of marine bryozoans, echinoderms and protochordates. Systematics and ecology will be stressed. Emphasis will be placed on those forms native to New Jersey. Also offered at the site of the New Jersey Marine Sciences Consortium.

Prerequisites: Biology, preferably with background in ecology and invertebrate zoology or instructor's permission.

**BIMS 544 MARINE ICHTHYOPLANKTON 2**

A graduate-level field and laboratory course designed to familiarize the student with the study of marine fish eggs and larvae. Also offered at the site of the New Jersey Marine Sciences Consortium.

Prerequisites: Biology, preferably with some training in a field of Marine Biology or Biological Oceanography.

**BIMS 551 ADVANCED MARINE BOTANY I: EUGLENOPHYTA, CHLOROPHYTA AND PHAEOPHYTA 2**

A detailed consideration of the functional morphology and evolution of the marine algae. Analysis of ecological and physiological adaptations of the euglenoids, green and brown algae. Also offered at the site of the New Jersey Marine Sciences Consortium.

Prerequisite: Instructor's permission.

**BIMS 572 MARINE PROCARYOTA: CYANOBACTERIA/ CYANOPHYCEAE 3**

An in-depth study of the morphology, cytology, ecology and taxonomy of marine bacteria and blue-green algae. Emphasis will be placed on organisms found in New Jersey waters. Also offered at the site of the New Jersey Marine Sciences Consortium.

Prerequisite: Instructor's permission.

**BIMS 573 MARINE DINOFLAGELLATES AND DIATOMS 2**

An in-depth study of the morphology, cytology, taxonomy and ecology of Marine diatoms and dinoflagellates. Emphasis will be placed on organisms found in New Jersey waters. Also offered at the site of the New Jersey Marine Sciences Consortium.

Prerequisite: Graduate status, instructor's permission.

**BIMS 592 BACTERIOLOGICAL TECHNIQUES – MARINE SAMPLING 2**

Standard methods of bacteriological water analysis, including MPN and membrane filtration. Special problems related to sampling and analysis of marine sediments, surface and sub-surface marine waters. New Jersey Marine Sciences Consortium.

Prerequisite: General Biology, General Chemistry, Microbiology.

## **BUSINESS ADMINISTRATION**

*Master of Business Administration (MBA) Director: Dr. Dolores Gioffre  
Morehead Hall 103*

### **THE MONTCLAIR MBA**

The goal of the Montclair Master of Business Administration Program is to prepare management generalists who have the knowledge, techniques and attitudes to analyze complex issues, establish logical goals, evaluate alternatives, form reasoned judgements, and effectively implement chosen options. While the development of analytical capacities is critical, the program's structure emphasizes the development of capacities that are tempered by a concerned awareness of obligations to the greater social environment.

The curriculum stresses the theoretical foundations of management oriented disciplines, practical applications of research findings, and current managerial practices. This blend of theory and prevalent practice builds a strong foundation for immediate application as well as post-graduate professional growth.

The Montclair MBA provides the opportunity to design unique programs to meet your specific needs and interests. You may choose to concentrate in a particular area or you may select an array of advanced courses which will provide a broad, general education. Over 95 percent of the MBA classes are taught by faculty with doctoral or other appropriate terminal degrees. The remaining classes are taught by persons with outstanding professional credentials. The faculty's publication interests include refereed journal articles, textbooks, professional publications, governmental hearings, consulting reports, etc.

The School of Business Administration invites applications from persons with baccalaureate or post-baccalaureate degrees. Because we actively seek a diverse student body, all previous academic majors are considered for admission. Both full and part-time students are welcome. The courses are offered primarily in the evening.



## PROFESSIONAL AFFILIATIONS

The Montclair MBA program is privileged to have a continuing relationship with two outstanding groups of businesspersons: the Business Advisory Council and the Young Presidents' Organization.

### BUSINESS ADVISORY COUNCIL

Composed of preeminent business, professional and civic leaders, the Business Advisory Council serves as an organized liaison between the School of Business Administration and the greater community. The Council supplies information and advice concerning the development of the School's programs. It also provides a forum for the exchange of ideas between our MBA students and the leaders of some of the nation's most distinguished organizations.

### YOUNG PRESIDENTS' ORGANIZATION (YPO)

The YPO is an international organization composed of persons who have become presidents or chief executive officers of significant organizations prior to the age of forty. Montclair is proud to be a host for one of their educational outreach efforts: the Entrepreneurial Lecture Series. Provided for our MBA students, this series features lecture-discussions given by outstanding young business leaders from the New Jersey YPO Chapter.

## CURRICULUM

The curriculum consists of 63 semester hours, of which 30 hours are devoted to a common body of knowledge, 27 hours are elected from advanced courses and 6 hours are allocated to integrating courses. In planning your program, keep the following in mind:

- Within the 27 semester hours of advanced courses, to meet one's particular needs and interests you may develop an area of concentration, or, you may choose to develop a general program without a concentration. Concentrations consist of 9 or 12 hours of advanced courses in one particular discipline. There are no rigid course requirements for any given concentration (i.e., from an area's advanced course offerings, you may select the 9 or 12 hours which best fulfill your particular educational goals). Of the remaining 18 or 15 hours, no more than 6 hours may be taken in any one discipline. If a concentration is not elected, among the six disciplines, 6 hours must be accomplished in each of three areas and 3 hours must be accomplished in each of the remaining three. In planning advanced study, you should review the Tri-Annual Course Offering Projection to be certain you can enroll in the courses wanted within the time allotted for education.
- At least 3 semester hours must be selected from advanced courses which have a primary emphasis on international aspects of business.
- An approved undergraduate calculus course is a program prerequisite. Applicants with undergraduate records that do not include such a course will be required to complete MATH 0114 Mathematics for Business II: Calculus, (3sh), or a similar course, prior to enrolling in FINQ 0501 Statistical Methods. This prerequisite calculus course will not be included toward fulfilling the student's total MBA graduate credit hours requirement.

- Students must complete the core courses prior to enrolling in the advanced courses. Exceptions are allowed only if appropriate core courses are not offered.
- All courses taken outside the School of Business Administration must be approved by the MBA Director prior to enrollment.
- All programs must be approved by the MBA Director. To qualify for graduation, you must adhere to your approved program.

## ADVANCED ACADEMIC STANDING AND TRANSFER STUDENTS

Through prior academic experience, challenge examinations and/or graduate level transfer credits, the 63 semester hour MBA requirement may be reduced by a maximum of 33 semester hours. The remaining 30 semester hours must be *completed at Montclair* and must meet the following minimum requirements:

- At least 21 semester hours must be earned in advanced courses.
- Students must complete the Integrating Core.
- If a specialization is elected you must earn all specialization credits at Montclair.

## ADMISSION INFORMATION

Candidates are required to submit an application for graduate admission which includes:

- Two official copies of the academic transcript from each college and/or university attended.
- Scores from the Graduate Management Admission Test.
- A statement of professional objectives.
- Two letters of recommendation from persons qualified to evaluate the applicant's promise of academic achievement and potential for professional growth.
- Although prior work experience is not an admission requirement, it is strongly recommended for all MBA applicants.
- A non-refundable fee of \$20.00 must accompany each application.

Application materials must be obtained from and/or returned to:

Office of Graduate Studies  
Montclair State College  
Upper Montclair, NJ 07043

APPLICATIONS MAY BE SUBMITTED AT ANY TIME OF THE YEAR.

## GRADUATE MANAGEMENT ADMISSION TEST (GMAT)

The GMAT is required of all students. No application will be considered without these scores. Under the auspices of the Educational Testing Service, the test is offered by various colleges and universities including Montclair. For exact dates and locations contact: The Education Testing Service, Box 966, Princeton, New Jersey 08541.

# REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE

Courses		Semester Hours	Prerequisites
I.	Foundation Core .....	15	
	ECON 501 Economic Analysis	3	
	ECON 505 Aggregate Economics	3	ECON 501
	ACCT 501 Financial Accounting	3	
	FINQ 501 Statistical Methods	3	calculus
	MGMT 503 Information Systems	3	
II.	Functional Core .....	15	
	ACCT 502 Managerial Accounting	3	ECON 501 & ACCT 501
	FINQ 502 Operations Research	3	FINQ 501
	FINC 501 Corporate Financial Management	3	ACCT 501 & ECON 501 majors only; corequisite FINQ 501
	MGMT 505 Management Process and Organizational Behavior	3	
	MKTG 501 Fundamentals of Marketing	3	
III.	Advanced Courses .....	27	
All students must select 27 semester hours from among the advanced (non-core) courses. Students may design program concentrations to meet specific needs and interests; or, they may choose not to concentrate and select an array of courses which will provide a broad, general education. In either case, a student's program must meet breadth requirements and must be approved by the MBA Director prior to enrolling in advanced courses.			
At least one of the advanced courses (3 semester hours) must be selected from among the following:			
	FINC 552 International Financial Policy		
	MGMT 511 Issues in International Management		
	MKTG 592 International Marketing Management		
	ECON 503 Economic Problems of the Third World		
	ECON 533 Corporation and International Financial Markets		
	ECON 543 United States and the World Economy		
IV.	Integrating Core .....	6	
	BSEC 580 Business and the BUGL Sociopolitical Environment	3	
	BUGN		
	BUGR		
	BUSG		
	BSEC 590 Strategy and Business Policy	3	BSEC 580 BUGL BUGN BUGR BUSG



Students must complete the Foundation Core, the Functional Core and at least 15 semester hours of advanced courses prior to enrolling in the integrating courses.

TOTAL SEMESTER HOURS..... 63

## ADVANCED COURSES AND FIELDS OF CONCENTRATION

Concentrations consist of 9 or 12 hours of advanced courses in one particular discipline. The following course groupings provide an approximate guide to the types of subjects considered complementary to the various noted fields. Depending upon when one enters and the sequence of course offerings, some concentrations may not be available to some students. In planning advanced study, review the Tri-Annual Course Offering Projection to be certain you can achieve your courses within the time you have allotted for your education. In all cases, your program must be approved by the MBA Director prior to enrolling in advanced courses.

### Accounting

This field of concentration is designed to prepare students for careers in accounting and financial management. It also will enhance the accounting knowledge of students whose career objectives include financial analysis and/or general management. A typical program would emphasize courses in financial and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

- ACCT 520 Contemporary Issues in Financial Accounting: I
- ACCT 521 Contemporary Issues in Financial Accounting: II
- ACCT 522 Accounting for Decision Making Control
- ACCT 523 Accounting for Business Concentrations
- ACCT 524 Auditing Concepts and Techniques
- ACCT 525 Fundamentals of Federal Taxation

To be eligible to sit for the Certified Public Accountant (CPA) examination, students must have a baccalaureate degree with a least 60 semester hours of liberal arts courses and the following semester hours of undergraduate and/or graduate credit:

- 24 semester hours of Accounting,
- 6 semester hours of Business Law,
- 6 semester hours of Economics,
- 6 semester hours of Finance, and
- 18 semester hours of related business courses

There are additional requirements. For further information contact, the MBA Director.

### Business Economics

This area prepares students to perform certain economic analyses for business or government (e.g., developing forecasts, cost-benefit analyses, public policy analyses, etc.). Students are provided with an institutional and theoretical understanding of the economic environment within which business and government form

decisions. Topics include theories of pricing; the analysis of market demand; the economic role of money, credit, the Federal Reserve System, and Treasury operations; the factors comprising aggregate demand and how they interact to determine employment, output and level of prices; the economic impact of international activity, etc. Also of importance is the development of an understanding of how governmental policies affect business performance. A typical program would emphasize courses in finance and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

ECON	420	Econometrics
ECON	502	Financial Institutions and Monetary Policy
ECON	503	Economic Problems of the Third World
ECON	508	Economics of Public Management
ECON	510	Urban Economics: Problems and Policy
ECON	533	Corporations and International Financial Markets
ECON	541	Foundations of Contemporary Economic Thought
ECON	542	Economic Fluctuations and Forecasting
ECON	543	United States and the World Economy
ECON	544	Government and Business
ECON	545	Economics of Labor

### **Finance**

This field prepares students for careers in the financial management of business and financial intermediaries (e.g., commercial banks, savings and loan institutions, investment banking, etc.). It also provides an excellent preparation for careers in brokerage and bond houses, financial counseling, and investment counseling. To develop an understanding of the role of finance in the administrative decision-making process, the field provides students with a knowledge of mechanisms, operations, and institutions of the financial system. A typical program would emphasize courses in accounting, business economics and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

FINC	551	Investments, Portfolios and Security Analysis
FINC	552	International Financial Policy
FINC	553	Financial Markets: Theory and Practice
FINC	554	Advanced Financial Policy
FINC	555	Financial Structure Analysis
FINC	576	Financial Innovations: Instruments and Institutions

### **Management**

This field is designed for students preparing for careers in organization, personnel and operations management. The courses provide education in organization theory and behavior, the management of human resources, operations, and information systems. In all areas the emphasis is upon developing a thorough comprehension of potential management problems and the effectiveness and limitations of analytical techniques employed in their solution. Courses include such topics as: process and equipment selection, inventory control, distribution systems, quality control, employee motivation, group behavior, international business management, etc. A typical program would include courses in all other areas (i.e., accounting, business economics, finance, marketing and quantitative analysis) and 9 or 12 hours chosen from among the following courses:

MGMT	510	Personnel Management
MGMT	511	Issues in International Management
MGMT	512	Organizational Development
MGMT	513	Leadership and Behavior
MGMT	514	Management and the Computer
MGMT	535	Advanced Information Systems

### **Marketing**

The Marketing concentration is designed to meet the needs of students interested in pursuing careers in a variety of marketing functions (e.g., product planning, marketing research, sales management, advertising, marketing planning, etc.). The courses are designed to provide students with a firm knowledge of the institutional and analytical aspects of the subject with a strong emphasis on decision making strategies and the development of solutions to practical marketing problems. A typical program would emphasize courses in business economics, management, and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

MKTG	591	Consumer/Buyer Behavior
MKTG	592	International Marketing Management
MKTG	593	Product Planning/New Product Management
MKTG	594	Marketing Research and Information Systems
MKTG	595	Marketing Management

### **Quantitative Analysis**

This field provides education in quantitative analytical methods for solving managerial and research problems. The purpose of these courses is to develop a theoretical understanding of, and a practical facility with statistics, computers, and operations research. Course topics include such subjects as descriptive statistics, probability, queueing, business models, multiple regression, non-parametric statistical analyses, etc. The quantitative concentration will complement any career which employs mathematical and statistical analyses. With the assistance of the MBA Director, students selecting this concentration may develop programs that include courses drawn from offerings in computer science and mathematics. A typical program would emphasize courses in business economics, finance and management, and 9 or 12 hours chosen from among the following courses:

FINQ	531	Business Models
FINQ	532	Statistical Inference For Business
FINQ	533	Stochastic Models
FINQ	534	Multivariate Analysis
FINQ	535	Advanced Information Systems
FINQ	550	Production for Quality



# BUSINESS ADMINISTRATION

## Course Descriptions

### ACCOUNTING COURSES

#### Semester Hours

#### **ACCT 501 FINANCIAL ACCOUNTING 3**

A study of basic accounting concepts and their significance to the financial analyst and manager. Problems relating to income determination, valuation, reporting and analysis are stressed. Alternative conceptual foundations of reporting standards are presented and evaluated.

#### **ACCT 502 MANAGERIAL ACCOUNTING 3**

The development and use of accounting information for decision-making and control. Alternative cost concepts, cost volume profit analysis, and relevant costing techniques are introduced in the context of providing information for solving pricing, make or buy; product-mix; and resource utilization problems. The use of accounting data for control systems, variance analysis and performance evaluation are presented.

Prerequisites: ACCT 501, ECON 501.

#### **ACCT 520 CONTEMPORARY ISSUES IN FINANCIAL ACCOUNTING I 3**

The course builds on material presented in the financial accounting course A ACCT 501. Students should gain an improved understanding of the techniques and underlying rationale of methods used to accumulate financial and operating data. Improves skill in analyzing information provided in annual financial reports.

Prerequisite: ACCT 501.

#### **ACCT 521 CONTEMPORARY ISSUES IN FINANCIAL ACCOUNTING II 3**

Continuation of contemporary issues in Financial Accounting I. Enables students to acquire an improved understanding of the composition and significance of various segments of the balance sheet, especially non-current assets, non-current liabilities, stockholders' equity, and statement of changes in financial position.

Prerequisites: ACCT 501, 520.

#### **ACCT 522 ACCOUNTING FOR DECISION MAKING 3**

The focus of this course is the integration with managerial accounting of the discipline of economics, managerial science and behavioral sciences. Quantitative techniques such as regression, linear programming and calculus are investigated in light of managerial accounting applications. The implications of behavioral sciences on the function of performance evaluation is investigated.

Prerequisite: ACCT 502.

#### **ACCT 523 ACCOUNTING FOR BUSINESS COMBINATIONS 3**

Presents the conceptual foundations and current reporting practices of accounting for business combinations. Purchase and pooling methods of accounting for business acquisitions and preparation of consolidated financial statements are extensively covered.

Prerequisite: ACCT 520 or instructor's permission.

**ACCT 524 AUDITING CONCEPTS AND TECHNIQUES 3**

A course in auditing principles, theory, design, and techniques. Theory, practice and techniques are integrated through the use of current auditing problems and student performance of a simulation audit of selected financial statement data.

Prerequisite: ACCT 520.

**ACCT 525 FUNDAMENTALS OF FEDERAL TAXATION 3**

The development and use of principles and concepts of federal tax laws affecting non-business entities. Analysis of internal revenue code and regulations as well as pertinent cases in the areas of gross income. Characterization of gains and losses, taxpayer status, and deductions will be studied.

Prerequisite: ACCT 501.

**ACCT 575 INDEPENDENT STUDY IN ACCOUNTING 1-3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.

**ACCT 577 SELECTED TOPICS IN ACCOUNTING 3**

An in-depth study of a selected topic, issue, problem or trend in accounting. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

**BUSINESS ECONOMICS COURSES**

**ECON 501 ECONOMICS ANALYSIS 3**

The resource allocation and distribution of income implications of a market oriented economy operating under various degrees of competition. Also analyzed are the determinants of consumer and market demand, and, the theoretical cost structure of firms.

**ECON 502 FINANCIAL INSTITUTIONS AND MONETARY POLICY 3**

Analyzes the structure and functioning of the monetary and financial system. The component parts and the system as a unit will be examined as they interrelate to affect the economy. Topics include commercial banking system, federal reserve system, financial markets, financial intermediaries, determination of the level and structure of interest rates, and contemporary problems, both theoretical and applied, in the area of monetary policy.

Prerequisite: ECON 501

**ECON 503 ECONOMIC PROBLEMS OF THE THIRD WORLD 3**

A survey of major economic problems of the third world; examination of the economic structure of developing countries and of general theories of economic development; critical evaluation of various policy alternatives for their development; analysis of possible economic relationships between first and second worlds with the third world.

Prerequisite: ECON 501.

**ECON 505 AGGREGATE ECONOMICS 3**

Develops contemporary macroeconomic theories to explain aggregate employment, national income and the levels of interest rates and prices. Along with developing various models the course examines current research and reviews the economy's recent macroeconomic performance.

Prerequisite: ECON 501.

**ECON 508 ECONOMICS OF PUBLIC MANAGEMENT 3**

Application of capital theory in the decision-making processes of government. Alternative approaches to government project evaluation and important practical issues encountered by state development planners. Specific applications of project analysis in the area of physical and human resource management such as water resource management, public health, and education.

Prerequisite: ECON 501.

**ECON 510 URBAN ECONOMICS: PROBLEMS AND POLICY 3**

Studies the location of economic activities, the growth of cities and the origins of some urban problems in a market economy. Also discussed are the problems of location and congestion due to agglomeration and non-market phenomena.

Prerequisite: ECON 501.

**ECON 533 CORPORATIONS AND INTERNATIONAL FINANCIAL MARKETS 3**

Discusses the economic theories and problems which confront business institutions when dealing in international financial markets. Analyzes the various market instruments and how a corporation may use them.

Prerequisite: ECON 501.

**ECON 541 FOUNDATIONS OF CONTEMPORARY ECONOMIC THOUGHT 3**

Antecedents of current economic theory; economics as a cumulative science; the works of the creative economists; the uses and limitations of economic theory.

Prerequisite: ECON 501.

**ECON 542 ECONOMIC FLUCTUATIONS AND FORECASTING 3**

Theories to account for variations in business activity; macroeconomic models and other forecasting approaches; economic fluctuations in the United States; proposals for reducing fluctuations; Harrod Domar model and other modern theories of growth.

Prerequisite: ECON 505.

**ECON 543 UNITED STATES AND THE WORLD ECONOMY 3**

Principles of international finance, monetary relations and trade. Discussion of contemporary international monetary and trade problems and policies. Discussion of the economic aspects of current American foreign policy.

Prerequisite: ECON 505.

**ECON 544 GOVERNMENT AND BUSINESS 3**

The evolution of government influences on the functioning of the American economy. The causes and consequences of government regulation and control. The importance of economic analysis in the foundation of public policies.

Prerequisites: ECON 501.



**ECON 545 ECONOMICS OF LABOR 3**

Principal trends in the industrial and occupational distribution of labor; current developments in labor-management relations in both private and public sectors; market trends and institutional factors that determine employment, wage rates, fringe benefits and industrial peace.

Prerequisite: ECON 501

**ECON 575 INDEPENDENT STUDY IN ECONOMICS 1-3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.

**ECON 577 SELECTED TOPICS IN ECONOMICS 3**

An in-depth study of a selected topic, issue, problem or trend in business economics. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

**FINANCE COURSES**

**FINC 501 CORPORATE FINANCIAL MANAGEMENT 3**

An introductory course in corporate financial management which provides students with an understanding of the fundamental concepts of modern finance from an analytical and quantitative perspective and serves as a foundation course for further work in finance. The course stresses: valuation; capital budgeting decisions; capital structure and dividend decisions.

Prerequisite: ACCT 501, ECON 501; majors only.

Corequisite: FINQ 501.

**FINC 551 INVESTMENTS, PORTFOLIOS AND SECURITY ANALYSIS 3**

Develops the analytical methods relevant to investment management. Techniques are presented for the evaluation of corporate equity, debt, and other securities. Portfolio theory is presented in the context of formulation and managing appropriate asset portfolios.

Prerequisites: FINC 501, FINQ 501.

**FINC 552 INTERNATIONAL FINANCIAL POLICY 3**

Analytically oriented introduction to the political, economic, operational and tax environment in which international business, particularly multinational corporations, functions. Stressing methods of analysis which enable defensive strategies against risk; the course is comprised of five major units: political and country risk; foreign exchange risk; long-run investments and financing; working capital management; and control performance evaluation and tax planning.

Prerequisite: FINC 501.

**FINC 553 FINANCIAL MARKETS: THEORY AND PRACTICE 3**

Examines the function of financial markets especially as they affect the management of financial institutions. Emphasis is placed on the analysis of financial markets from the viewpoint of the corporate financial manager.

Prerequisite: FINC 501

**FINC 554 ADVANCED FINANCIAL POLICY 3**

Focuses on the applications of valuation, investment, financing and dividend decisions to case studies it examines various practical problems in capital budgeting, the valuation of different kinds of debt and options, and financial planning and strategy.

Prerequisite: FINC 501.

**FINC 575 INDEPENDENT STUDY IN FINANCE 1-3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.

**FINC 576 FINANCIAL INNOVATIONS: INSTRUMENTS AND INSTITUTIONS 3**

Designed to describe and analyse the new developments in the field of finance – corporate, international and financial markets and institutions – that have appeared over the last five years and the possible directions for the future. The content of the course is intended to be dynamic rather than static, as new financial instruments and institutions are introduced into this fast changing field.

Prerequisites: Two of the following: FINC 551, FINC 552, or FINC 554.

**FINC 577 SELECTED TOPICS IN FINANCE 3**

An in-depth study of a selected topic, issue, problem or trend in finance. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

**MANAGEMENT COURSES**

**MGMT 503 INFORMATION SYSTEMS 3**

Examines the information requirements of an organization. The differences in the kinds of information needed at the various organizational levels (operational, administrative and strategic) are emphasized. How to plan and implement a comprehensive information system is discussed as well as methods to measure its effectiveness.

**MGMT 505 MANAGEMENT PROCESS AND ORGANIZATIONAL BEHAVIOR 3**

Review of classical and modern approaches to the managerial process as it relates to the manager's functions of planning, organizing, staffing, leading, and controlling. These reviews will be tied to the open-system model and the contingency approach as an overall framework for understanding the management of organizations.

**MGMT 510 PERSONNEL MANAGEMENT 3**

Review of current literature from the behavioral sciences that apply to recruitment, selection, training, performance evaluation, labor relations, compensation, health and safety, and management development. Current problem applications are emphasized.

Prerequisite: MGMT 505.

**MGMT 511 ISSUES IN INTERNATIONAL MANAGEMENT 3**

An in-depth analysis of all components of international business management. Major emphasis is placed upon multi-national business operations including foreign profit centers, national and cultural differences, and comparative management systems with consequent impact on profitability. These are studied in terms of their influence on all areas of international trade.

Prerequisites: ECON 501, 505; FINC 501; MGMT 505; MKTG 501.

**MGMT 512 ORGANIZATIONAL DEVELOPMENT 3**

The purpose of the course is to enhance the student's understanding and skill in the process of change in organizations. Students will be introduced to intervention techniques which will allow them to recognize the need for organizational change as well as develop skill in implementing a program change.

Prerequisite: MGMT 505.

**MGMT 513 LEADERSHIP AND BEHAVIOR 3**

The purpose of the course is to help students understand leadership behavior. The course reviews current theoretical and empirical literature from the behavioral sciences as it relates to leadership. Topics covered include leadership styles, power and leadership, leader-follower interactions, and the manager as leader.

Prerequisite: MGMT 505.

**MGMT 514 MANAGEMENT AND THE COMPUTER 3**

Study of computers and their use as management tools in information systems, research, control procedures, production, finance, modeling, and decision making. Topics include description of end application of different hardware and software components and programming concepts. Computer cost benefit analysis in all of the above and in systems applications.

Prerequisites: MGMT 503, 505.

**MGMT 535 ADVANCED INFORMATION SYSTEMS 3**

Conceptual foundations of information systems including the nature of information, the impact of information systems on the organization and managing the information services function. Explores most current technology in the area of operating systems software, including multiprocessing, multiprogramming, virtual storage and other operating systems, as well as applications software systems. Cross-listed as FINQ 535.

Prerequisite: MGMT 503.

**MGMT 575 INDEPENDENT STUDY IN MANAGEMENT 1-3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.

**MGMT 577 SELECTED TOPICS IN MANAGEMENT 3**

An in-depth study of a selected topic, issue, problem or trend in management. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.



## MARKETING COURSES

- MKTG 501 FUNDAMENTALS OF MARKETING 3**  
The aim of Fundamentals of Marketing is to develop an understanding of the principles of marketing as they operate in the economy as a whole and as practiced by all types of businesses. Attention will be directed to the problems marketing managers face in creating, promoting, and delivering want-satisfying products to the consumer.
- MKTG 575 INDEPENDENT STUDY IN MARKETING 1-3**  
Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.
- MKTG 577 SELECTED TOPICS IN MARKETING 3**  
An in-depth study of a selected topic, issue, problem or trend in marketing. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.
- MKTG 591 CONSUMER/BUYER BEHAVIOR 3**  
Consumer/Buyer behavior aims at developing an understanding of the social and psychological factors that influence industrial and consumer buying behavior. The managerial implications of these factors are emphasized.  
Prerequisite: MKTG 501.
- MKTG 592 INTERNATIONAL MARKETING MANAGEMENT 3**  
An examination of the various multinational and transnational issues confronting business organizations marketing products and services in overseas markets. Attention will be focused on problems such as identifying and evaluating markets, adapting marketing strategies to specific market needs and coordinating strategies in world markets.  
Prerequisite: MKTG 501.
- MKTG 593 PRODUCT PLANNING/NEW PRODUCT MANAGEMENT 3**  
An examination of the issues surrounding the management of existing product lines and the development of new products. Topics will include organizing and planning for product management, marketing research and concept testing, product life cycle approach, and new product development strategies and techniques.  
Prerequisites: MKTG 591.
- MKTG 594 MARKETING RESEARCH AND INFORMATION SYSTEMS 3**  
An examination of the development of information for use by marketing decision makers. Topics include using secondary data, collecting and evaluating primary data, managing the market research process, and developing a coordinated marketing information system.  
Prerequisite: MKTG 501.

## **MKTG 595 MARKETING MANAGEMENT**

**3**

An intensive analysis of the issues and problems facing marketing managers. Emphasis is on the development of decision-making skills from both a tactical as well as strategic viewpoint.

Prerequisite: MKTG 501.

## **QUANTITATIVE ANALYSIS COURSES**

### **FINQ 501 STATISTICAL METHODS**

**3**

Introduction to statistical techniques with applications in business decision making and problem solving. Topics include descriptive statistics, probability distributions, statistical estimation and hypothesis testing, regression and correlation, and time-series analysis.

Prerequisite: Course in undergraduate calculus.

### **FINQ 502 OPERATIONS RESEARCH**

**3**

A presentation of many of the applied mathematical techniques used to help make business decisions. Topics include the theory of decisions, linear programming, network analysis, queuing, Markov processes, and simulation.

Prerequisite: FINQ 501.

### **FINQ 531 BUSINESS MODELS**

**3**

An advanced course in quantitative approaches to managerial decision making. The emphasis will be on stimulation models and techniques with applications in finance, production, inventory, and queuing analysis. Computer-based simulation systems will be discussed and tested on the computer.

Prerequisite: FINQ 501.

### **FINQ 532 STATISTICAL INFERENCE FOR BUSINESS**

**3**

An exploration of intermediate statistical methodologies used for decision making. The theoretical bases for various techniques are presented to create a framework for understanding the assumptions and limitations of inferences made from data. Topics covered will include multivariate probability functions, moment generating functions, sampling distributions; estimation, Neyman-Pearson Lemma, parametric and non-parametric hypothesis tests, and analysis of variance.

Prerequisite: FINQ 501.

### **FINQ 533 STOCHASTIC MODELS**

**3**

Stochastic models are descriptions of systems which change in accordance with probabilistic laws. The course focuses on construction rather than solution of models. Simulation solutions and statistical analysis of data from stochastic processes. Applications to business problems are stressed.

Prerequisite: FINQ 502.

### **FINQ 534 MULTIVARIATE ANALYSIS**

**3**

An introduction to multivariate analysis with an emphasis on the practical application of these techniques. After introducing the multivariate distribution, the following statistical procedures are explored: multiple regression, discriminant analysis, multivariate tests of significance, canonical analysis, factor analysis, and multidimensional scaling. Use of these procedures as managerial tools is explored.

Prerequisites: FINQ 502, 532.

**FINQ 535 ADVANCED INFORMATION SYSTEMS 3**

Conceptual foundations of information systems including the nature of information, the impact of information systems on the organization and managing the information services function. Explores most current technology in the area of operating systems software, including multiprocessing, multiprogramming, virtual storage and other operating systems, as well as applications software systems. Cross-listed as MGMT 535.

Prerequisite: MGMT 503.

**FINQ 550 PRODUCTION FOR QUALITY 3**

The philosophy, tools and techniques necessary to properly manage for the control of quality production are of ever increasing importance to business and industry. Quality control, long thought of as only a tool for acceptance sampling, is now expanded and used as a means of improving all phases of any business system. This course presents the latest approaches to quality control along with adaptations and applications of traditional tools and methods to current problems.

Prerequisite: 0503 501.

**FINQ 575 INDEPENDENT STUDY IN QUANTITATIVE METHODS 1-3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.

**FINQ 577 SELECTED TOPICS IN QUANTITATIVE METHODS 3**

An in-depth study of a selected topic, issue, problem or trend in quantitative methods. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

**INTEGRATING CORE**

**BSEC 580 BUSINESS AND THE SOCIOPOLITICAL ENVIRONMENT 3**  
**BUGL**  
**BUGN**  
**BUGR**  
**BUSG**

This course studies the increasingly complex set of interrelationships among business, government and other interest groups in the public policy process. It explores the economic and legal environment, and the social and political factors which affect organizations. A series of current corporate and public policy problems are discussed in order to raise major issues, including ethical issues, involved in managing the corporation's relationships with its many publics.

Prerequisites: Completion of Foundation and Functional Cores and a minimum of 15 semester hours of advanced courses.



**BUGL**  
**BUGN**  
**BUGR**  
**BUSG**

The focus of this course is on actual business situations and their impact on the total organization including the role of top management in dealing with these problems. The structure of the course is based on the strategic management process which includes identification, evaluation and implementation of policy and strategy.

Prerequisite: BSEC, BUGL, BUGN, BUGR, BUSG 580.

**BUSINESS EDUCATION**

*Chairperson: Dr. Rosemarie McCauley*  
*Graduate Advisor: Dr. Albert D. Rossetti*

The department of Business Education and Office Systems Administration prepares teachers of business education for administrative, supervisory, specialized work, and master teaching in the field of business education. In order to attain these objectives, candidates have an opportunity to supplement their undergraduate study and to explore advanced areas of work in accordance with their individual background, experience, achievement, and professional needs.

This is a 32-hour program which requires that candidates select six credits from a wide variety of general education courses and six credits in free electives. Of the twenty hours in the specialization, twelve hours represent required courses; the remaining eight hours allow candidates to select course alternatives from electives in business education. Research projects are planned and started in the Introduction to Research course and completed in the Seminar in Business Education course. An oral comprehensive examination based on results of the completed research project and a written comprehensive examination are an integral part of the program.

**ADMISSION REQUIREMENTS**

Graduate work toward the Master of Arts degree in business education presupposes the completion of an undergraduate major in business or distributive education or equivalent.

**REQUIREMENTS FOR THE MASTER OF ARTS  
DEGREE IN BUSINESS EDUCATION**

	<b>Semester Hours</b>
I.    Basic Professional Education .....	6
II.   Specialization .....	20

A. Required Courses	
BSED 501	Principles and Problems of Business Education ..... 3
BSED 503	Introduction to Research in Business Education ..... 3
BSED 603	Seminar in Business Education ..... 3
At least one of the following:	
BSED 512	Improvement of Instruction in General Business Subjects ..... 3
BSED 514	Improvement of Instruction in Keyboarding/Typewriting and Office Procedures ..... 3
B. Electives in Business Education	..... 8
III. Free Electives	..... 6
IV. Comprehensive Examination, oral and written, given in the Fall and Spring in conjunction with BSED 603 Seminar in Business Education. Examinations are general in nature and are intended to test maturity of thought with respect to business education.	

Minimum: 32 semester hours

## BUSINESS EDUCATION

Course Descriptions	Semester Hours
<b>BSED 501 PRINCIPLES AND PROBLEMS OF BUSINESS EDUCATION</b>	<b>3</b>
Survey of principles and practices. History of business education, objectives, relationship of business education to general education, trends and problems in the field.	
<b>BSED 503 INTRODUCTION TO RESEARCH IN BUSINESS EDUCATION</b>	<b>3</b>
Literature and research of business education. Topics covered include: evaluation of current literature in business education research and tools used for interpreting statistical data. Student develops first three chapters of research study to be completed in B BSED 603 Seminar in Business.	
Prerequisite: BSED 501 and 511 or 512 or 513 or 514 and be matriculated.	
<b>BSED 505 ADMINISTRATION AND SUPERVISION OF BUSINESS EDUCATION</b>	<b>3</b>
Study of problems of organizing, directing and supervising business education programs at the secondary school and collegiate levels.	
<b>BSED 506 BUSINESS EDUCATION CURRICULUM</b>	<b>3</b>
Study of business education for various levels and types of schools. Evaluation of specific programs for development of improved curricula.	

**BSED 512 IMPROVEMENT OF INSTRUCTION IN GENERAL BUSINESS SUBJECTS 3**

The purpose of this course is to upgrade the teaching of the general business subjects. Resource units and lessons are developed. These units include performance objectives, pre-testing, learning activities, and post-testing. This course also includes a simulation/gaming component which helps to foster strategies for planning and decision making.

Prerequisite: Undergraduate courses in general business methods and/or teaching experience.

**BSED 514 IMPROVEMENT OF INSTRUCTION IN KEYBOARDING/TYPEWRITING AND OFFICE PROCEDURES 3**

Study of objectives, content, methods, teaching aids, and evaluation procedures of subjects in keyboarding/typewriting and office procedures. Proficiency examinations in typewriting will be given.

Prerequisites: Undergraduate methods in typewriting and/or teaching experience.

**BSED 528 FIELD STUDIES IN BUSINESS/DISTRIBUTIVE EDUCATION 3**

Opportunity for the classroom teacher to evaluate some of the practices of business offices, industries and retailing organizations in the metropolitan area. Experience in planning, conducting and follow-up of field trips.

**BSED 529 PRINCIPLES OF COOPERATIVE OFFICE EDUCATION 3**

Survey of principles and practices of cooperative office education. Objectives, organization, related class, placement, and supervision are investigated.

Prerequisite: Business education teaching certificate.

**BSED 540 WORKSHOP IN BUSINESS EDUCATION 1-3**

This course will give the business educator the opportunity to do an intensive study of a selected current issue, concern, and/or problem in Business Education.

**BSED 603 SEMINAR IN BUSINESS EDUCATION 3**

Matriculated graduate student in business or distributive education completes research project in business or distributive education. Prepares student for comprehensive examinations.

Prerequisite: BSED 503.



# CHEMISTRY

*Chairperson: Dr. Roland R. Flynn*

*Graduate Advisor: Dr. Pamela Delaney*

The Chemistry Department offers advanced level courses in all major areas of chemistry as well as a number of highly specialized courses and individualized research opportunities. Students may selectively take a course or several courses to increase their professional competence in a particular area of chemistry and/or may elect to enroll in the Master of Arts program in chemistry as outlined below.

## ADMISSION REQUIREMENTS

The minimum requirements for the Graduate Division as set forth in this catalog are essential for admission to the graduate program in chemistry. When the student is admitted to the Graduate Division, the chemistry advisor will evaluate the background in chemistry, other sciences and mathematics and a specific program will be designed. An entering student should present at least twenty-four semester hours of undergraduate chemistry credits. In consultation with the chemistry advisor, a program may be designed for students with insufficient background to include prerequisites. Candidates for the master's degree in chemistry should seek the guidance of the chemistry advisor in selecting the six hours of free electives, and in fulfilling the research option.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN CHEMISTRY

	<b>Semester Hours</b>
I. Specialization .....	26
A. Courses in chemistry at the 500 level or above .....	15
B. Research: One of the following:	
CHEM 599 Graduate Literature Search in Chemistry .....	2
or	
CHEM 595 Graduate Research and	
CHEM 600 Thesis .....	4 or 6
C. Graduate level electives in sciences or mathematics .....	5-9
II. Graduate level free electives .....	6
III. Comprehensive examination	

Minimum: 32 semester hours

## CHEMISTRY

<b>Course Descriptions</b>	<b>Semester Hours</b>
<b>CHEM 521 ADVANCED THEORETICAL INORGANIC CHEMISTRY</b>	<b>3</b>

Current theories of inorganic structure, reactions and properties.  
Prerequisite: CHEM 341.

**CHEM 531 ADVANCED THEORETICAL ORGANIC CHEMISTRY 3**

Modern theories of organic chemistry with emphasis on electronic theory and reaction mechanisms.

Prerequisite: CHEM 430.

**CHEM 532 ORGANIC SYNTHESIS 3**

Detailed study of the art, methods, and the philosophy of organic synthesis beginning with a review of classical and modern synthetic methods, followed by the planning theory of synthesis and culminating in a study of elegant syntheses in the literature.

Prerequisite: CHEM 430.

**CHEM 540 CHEMICAL THERMODYNAMICS 3**

In-depth study of classical thermodynamics. Development of thermodynamic functions describing chemical systems in equilibrium, with emphasis on systems of variable composition.

Prerequisite: CHEM 341 or instructor's permission.

**CHEM 542 THEORETICAL PHYSICAL CHEMISTRY 3**

Theoretical development of quantum mechanics and statistical mechanics as applied to chemistry. Application of theoretical procedures to atomic and molecular structure and bonding.

Prerequisites: CHEM 341 and MATH 420.

**CHEM 544 ELECTROCHEMISTRY 3**

Principles and application of electrochemistry, relationship of electromechanical principles to classical thermodynamics, and practical applications of electrochemistry.

Prerequisite: CHEM 341.

**CHEM 546 CHEMICAL SPECTROSCOPY 3**

Introduction to the theory of molecular spectroscopy.

Prerequisite: CHEM 341

**CHEM 548 CHEMICAL KINETICS 3**

Kinetics in its role of elucidating reaction mechanisms. Discussion of recent problems from the chemical literature including fast reactions and enzyme kinetics.

Prerequisite: CHEM 341.

**CHEM 570 ADVANCED BIOCHEMISTRY 3**

A detailed treatment of selected topics in biochemistry. Discussions of carbohydrates, lipid and amino acid metabolism, protein synthesis and nucleic acid chemistry.

Prerequisite: CHEM 370 or instructor's permission.

**CHEM 590 SELECTED TOPICS – ADVANCED CHEMISTRY 3**

An in-depth study of selected areas in either analytical, inorganic, organic, biochemistry or physical chemistry, with special emphasis upon recent developments in the field.

Prerequisite: CHEM 341 or instructor's permission.

**CHEM 595 GRADUATE RESEARCH 2-4**

Directed individual laboratory investigation under guidance of faculty advisor. May be elected once or twice, maximum credit allowed is 4 semester hours. Prerequisite: Completion of 12 semester hours in this graduate program; instructor's permission.

**CHEM 599 GRADUATE LITERATURE SEARCH IN CHEMISTRY 2**

An individual, non-experimental investigation utilizing the scientific literature. Prerequisite: Completion of 12 semester hours in this graduate program.

**CHEM 600 THESIS 2**

Writing, presentation, and defense of thesis before the chemistry faculty. Prerequisites: CHEM 595, instructor's permission.

## CLASSICS

*Chairperson: Dr. Timothy T. Renner*

The Department of Classics offers graduate level courses in Latin literature and in the culture and civilization of the classical world. These courses may be elected by students who are enrolled in masters programs at Montclair as well as post-baccalaureate students seeking to acquire teaching certification in Latin or to broaden their knowledge of the classics.

## CLASSICS

### Course Descriptions

**LATN 511 THE COMEDY OF PLAUTUS 3**

Intensive reading and study of selected plays of Plautus with attention to language, characterization, style, structure, and metre. The literary and historical milieu of Plautine drama, including the apparatus of play production and the relationship of the comedies to contemporary social and economic history. The place of Plautus in theatre history, with special reference to Greek New Comedy, to other ancient Italic comedy, and to later European drama.

**LATN 541 SELECTED TOPICS IN LATIN LITERATURE 3**

Intensive reading and critical study of a selected author, genre, period, or theme in Latin literature that is not covered by a regular course. Topics will be chosen to complement other graduate course offerings in Latin and classical studies. May be repeated for credit with different topics.

**LATN 584 LAW IN ROMAN SOCIETY 3**

An introduction to Roman law and an examination of the interrelatedness of law and Roman society during the late Republic and the Empire. Survey of the main areas of private law: Law of persons, law of things, law of obligations. Sources of law and their response to new conditions. Law as an instrument of social change. Law and daily life. Roman law in the medieval and modern periods.



# COMMUNICATION SCIENCES AND DISORDERS

*Chairperson: Dr. Elaine Barden*

*Graduate Advisors: Dr. Warren Heiss (Special Education)*

*Dr. Joseph Attanasio (Speech Pathology, Audiology)*

Graduate students have the opportunity to specialize within the broad area of communication sciences and disorders in one of the four major specializations: (1) Speech-Language Pathology; (2) Audiology; (3) Learning Disabilities; and (4) Early Childhood Special Education.

All four programs stress an interdisciplinary approach to the understanding and remediation of communication and learning disorders, with emphasis on development of clinical and teaching skills. Successful students are those who have a strong need to understand the bases of clinical procedures, who work well with or without supervision, and who, with guidance from the staff, initiate independent projects, taking responsibility for personal growth in intellectual, clinical and teaching skills.

Students should indicate their choice of specialization at the time of advisement for matriculation.

## ADMISSION REQUIREMENTS

### **Speech-Language Pathology**

Students wishing to matriculate in this area must have completed a bachelor's degree with a major or its equivalent in speech pathology.

### **Audiology**

Students wishing to matriculate in this area must have a bachelor's degree and must have a minimum of 24 semester hours from among the following: anatomy and physiology of the auditory and vocal mechanism, speech and language development, speech pathology, measurement of hearing, auditory rehabilitation, clinical practice in audiology.

### **Learning Disabilities**

Students wishing to matriculate in this area must have a bachelor's degree and a standard New Jersey instructional certificate (e.g., "teacher of the handicapped"). Evidence of one year of successful teaching experience must also be provided.

### **Early Childhood Special Education**

Students wishing to matriculate in this area must have a bachelor's degree and a standard New Jersey instructional certificate as either "nursery school teacher" or "teacher of the handicapped."

*\*Note: Admissions and certification requirements are subject to change. Consult with departmental advisor.*

# REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN COMMUNICATION SCIENCES AND DISORDERS

Master's degree programs consist of a minimum of 39 semester hours distributed among basic, core, and specialization courses. Some students may need to take prerequisite courses as specified by the graduate advisor.

## Speech-Language Pathology

		Semester Hours
I.	Basic Courses .....	9
	One of the following:	
	ELRS 503 Methods of Research .....	3
	PSYC 510 Research Methods in Psychology .....	3
	CS&D 511 Advanced Speech Pathology .....	3
	CS&D 514 Communication Disorders of the Aged .....	3
	CS&D 584 Cleft Palate and Oral Deformities .....	3
	ELRS 578 Testing and Evaluation .....	3
	or	
	PSYC 578 Psychological Tests and Measurements .....	3
	or	
	ELRS 507 Measurement and Evaluation: Cognitive Domain .....	3
	Two of the following:	
	READ 500 Nature of Reading .....	3
	CS&D 500 Acquisition of Speech and Language .....	3
	CS&D 583 Language Disorders of Children .....	3
	CS&D 511 Advanced Speech Pathology .....	3
	CS&D 514 Communication Disorders of the Aged .....	3
	CS&D 584 Cleft Palate and Oral Deformities .....	3
	PSYC 563 Theories of Learning .....	3
	PSYC 560 Advanced Educational Psychology .....	3
	The following may be taken in place of or in addition to required courses listed above by permission only:	
	PSYC 561 Developmental Psychology .....	3
	COUN 559 Dynamics of Group Process .....	3
	COUN 570 Counseling Adults .....	3
	COUN 580 Principles of Guidance and Counseling .....	3
	PSYC 582 Behavior Modification .....	3
	COUN 585 Group Guidance and Counseling Activities .....	3
II.	Core Courses .....	9
	PSYC 565 Psychology and Education of Socially and Emotionally Handicapped Children .....	3
	or	
	CS&D 512 Advanced Diagnosis – Communication Disorders .....	3

PSYC	573	Physiological Psychology .....	3
		or	
CS&D	595	Medical and Physical Bases of Learning Disabilities .....	3
PSYC	561	Developmental Psychology .....	3
		or	
CS&D	586	Education of the Handicapped .....	3

The following may be taken in place of or in addition to required courses listed above by permission only:

HEFM	445	The Inner City Family .....	3
PSYC	553	Urban Psychology .....	3
PSYC	564	Psychology and Education of Physically and Mentally Handicapped Children .....	3
EDFD	540	Social Forces and Education .....	3
SOCI	565	Sociology of Youth .....	3
CS&D	586	Education of the Handicapped .....	3

III.	Specialization Courses .....	21
CS&D	535 Advanced Seminar in Communication Disorders .....	6
CS&D	531 Advanced Audiology .....	3
CS&D	583 Language Disorders in Children .....	3
CS&D	592 Seminar in Research in Speech Pathology .....	3

Approved Electives .....

Selection will be determined through advisement and will be based on student's needs and interests.

Completion of 150-300 hours of clinical practicum in diagnosis and correction of communication disorders depending upon number of hours completed prior to matriculation of the graduate degree. ASHA certification requirements in speech pathology include a three semester hour undergraduate or graduate course in aural rehabilitation.

### Audiology

			Semester Hours
I.	Basic Courses .....		9
	One of the following:		
ELRS	503	Methods of Research .....	3
PSYC	510	Research Methods in Psychology .....	3
ELRS	507	Measurement and Evaluation: Cognitive Domain .....	3
		or	
ELRS	578	Testing and Evaluation .....	3
		or	
PSYC	578	Psychological Tests and Measurement .....	3
	Two of the following:		
READ	500	The Nature of Reading .....	3
CS&D	500	Speech and Language Acquisition .....	3
CS&D	583	Language Disorders of Children .....	3
PSYC	560	Advanced Educational Psychology .....	3
PSYC	563	Theories of Learning .....	3



The following electives may be taken in place of or in addition to required courses listed above by permission only:

PSYC	561	Developmental Psychology	3
PSYC	582	Behavior Modification	3
COUN	559	Dynamics of Group Process	3
COUN	570	Counseling Adults	3
COUN	580	Principles of Guidance and Counseling	3
COUN	585	Group Guidance and Counseling Activities	3

## II. Core Courses ..... 9

Required of all students

PSYC	561	Developmental Psychology	3
PSYC	565	Psychology and Education of Socially and Emotionally Handicapped Children	3
PSYC	573	Physiological Psychology	3
or			
CS&D	595	Medical and Physical Bases of Learning Disabilities	3

The following electives may be taken in place of or in addition to required courses listed above by permission only:

HEFM	445	The Inner City Family	3
PSYC	553	Urban Psychology	3
PSYC	564	Psychology and Education of Physically and Mentally Handicapped Children	3
EDFD	540	Social Forces and Education	3
SOCI	565	Sociology of Youth	3
CS&D	586	Education of the Handicapped	3

## III. Specialization Courses ..... 21

CS&D	531	Advanced Audiology	3
CS&D	538	Differential Audiometry	3
CS&D	593	Seminar in Research in Audiology	3
CS&D	537	Hearing Aids and Hearing Aid Selection	3
CS&D	540	Practicum in Audiology	3

Departmental Electives in Audiology ..... 6

Selection will be determined through advisement and will be based on student's needs and interests.

Completion of 300 hours of supervised clinical practice and successful completion of a departmental comprehensive exam are required.

## Learning Disabilities

			Semester Hours
I.	Basic Courses		9
	*PSYC	578 Psychological Tests and Measurements	3
	or		
	*ELRS	578 Testing and Evaluation	3
	CS&D	583 Language Disorders of Children	3
	or		
	READ	500 Nature of Reading	3

	*PSYC	563	Theories of Learning .....	3
			or	
	*PSYC	560	Advanced Educational Psychology .....	3
II.	Core Courses .....			9
	*CS&D	586	Education of the Handicapped .....	3
	*CS&D	595	Medical and Physical Bases of Learning Disabilities .....	3
			or	
	*PSYC	573	Physiological Psychology .....	3
	PSYC	565	Psychology and Education of Socially and Emotionally Handicapped Children .....	3
III.	Specialization Courses .....			21
	*CS&D	580	Diagnosis and Correction of Children with Learning Disabilities-I .....	3
	*CS&D	581	Diagnosis and Correction of Children with Learning Disabilities-II .....	3
	*CS&D	582	Remediation of Basic Skills .....	3
	CS&D	589	Seminar in Research in Learning Disabilities .....	3
	*CS&D	590	Practicum in Learning Disabilities .....	3
	Approved Electives .....			6
	Selection will be determined through advisement and will be based on student's needs and interests.			

*\*Required for New Jersey certification as a Learning Disabilities Teacher-Consultant.*

### Early Childhood Special Education

				Semester Hours
I.	Basic courses: One from each group			
	Group A			
	READ	500	Nature of Reading .....	3
	PSYC	563	Theories of Learning .....	3
	PSYC	560	Advanced Educational Psychology .....	3
	Group B			
	PSYC	578	Psychological Tests and Measurements .....	3
	ELRS	578	Testing and Evaluation .....	3
	Required			
	CS&D	509	Seminar in Research in Early Childhood Special Education .....	3
II.	Core Courses .....			9
	Courses will be selected through advisement to meet certification requirements for either "nursery school teacher" or "teacher of the handicapped."			
III.	Specialization Courses .....			21
	CS&D	595	Medical and Physical Bases of Learning Disabilities ...	3
	CS&D	504	Neuromotor Development of the Young Child .....	3
	CS&D	505	Language Disordered Preschoolers .....	3
	CS&D	506	Assessment of Pre-school Handicapped Children .....	3

CS&D	507	Implementing Programs for Young Handicapped Children .....	3
CS&D	508	Parents of Young Handicapped Children .....	3
CS&D	510	Field Experiences in Early Special Education .....	3

### **Additional Department Requirements**

1. Students pursuing concentrations in Learning Disabilities and Early Childhood Special Education are required to take a qualifying examination to assess proficiency in the understanding of basic concepts, issues, and practices. This examination will be given prior to admittance into practica. Students apply for this examination in consultation with their advisors. If the examination is failed, appropriate plans of action will be developed by advisor and student to address the deficiencies.

2. Students in all concentration areas are required to complete successfully a comprehensive examination or project. Comprehensive projects and examinations are designed to give students an opportunity to demonstrate their ability to integrate major concepts while working closely with the faculty. Comprehensive projects and examinations are to be culminating activities in the students' programs.

Note that there is a limit to the number of times a student may take the comprehensive examination. Comprehensive projects may require revisions before being accepted and there is a limit to the number of revisions allowed. Students are required to consult with their advisors for specific information on these additional department requirements.

3. Majors in speech-language pathology and audiology must complete a total of 300 semester hours of supervised direct clinical experience. Up to 150 hours completed as an undergraduate will be accepted toward the requirement. Majors in Learning Disabilities must complete a minimum of 150 clock hours of supervised experience. Majors in Early Childhood Special Education must complete a field experience.

Courses are offered in this department that meet prerequisite requirements in Speech, Pathology and Audiology for admission to those graduate programs.

4. Students in the Speech Pathology program have the opportunity to take work, as part of their graduate studies, that meets the requirements for a New Jersey public school certification, a New Jersey license as a Speech/Language Pathologist, and for certification by the American Speech-Language-Hearing Association.

### **Post-Master's Certification Program in Learning Disabilities**

A post-master's candidate seeking certification in learning disabilities must complete twenty-four semester hours in the area of study listed below. Qualified students, however, who have already earned a master's degree in education, reading, speech correction, psychology, special education, or similar fields, may apply appropriate credits toward the 24 semester hours required for Learning Disabilities Teacher-Consultant certification. At least 12 semester hours, however, must be taken within the department.

**Note:** State certification requirements for Learning Disabilities Teacher-Consultants are subject to change.



# REQUIREMENTS FOR CERTIFICATE IN LEARNING DISABILITIES

The graduate advisor will examine the post-master's applicant's transcripts of completed graduate courses in order to determine which of the following courses may be applied toward certification for Learning Disabilities Teacher-Consultant:

## A. Required Studies (not necessarily in separate courses):

	MSC Equivalent
1. Education of the Handicapped	PSYC 564 or CS&D 586
2. Learning Theory	PSYC 563 or PSYC 560
3. Physiological Bases of Learning	PSYC 573 or CS&D 595
4. Orientation to Psychological Testing	PSYC 578 or ELRS 578
5. Remediation of Basic Skills	CS&D 582
6. Diagnosis of Correction of Learning Disabilities	CS&D 580 & 581
7. 150 clock hours supervised practicum (minimum)	CS&D 590

## B. Electives

1. Group Dynamics	COUN 559; PSYC 568
2. Teaching the Emotionally Disturbed Child	PSYC 565
3. Curriculum Development for the Handicapped	PSYC 541
4. Child Growth and Development	PSYC 561
5. Language Development and Disorders	CS&D 583
6. Teaching of the Culturally Handicapped	PSYC 553; PSYC 541
7. Interviewing and Counseling	COUN 580; PSYC 593
8. Educational Psychology	PSYC 560
9. Community Resources	COUN 560

Each student's record will be evaluated by the Office of the Registrar after completing all, or the necessary parts of the 24 semester hour requirement. If work has been satisfactorily completed, and all other requirements have been met, the student will be recommended to the Bureau of Teacher Preparation and Certification for certification as a *Learning Disabilities Teacher-Consultant*.

The requirements for this endorsement, in addition to the completion of the prescribed academic program are:

1. A standard New Jersey instructional certificate.
2. Three years of successful teaching experience (MSC requires two letters of recommendation from a current or previous employer and a notarized statement verifying at least three years of full-time paid employment as a teacher.)
3. A master's degree in a related field from an accredited college.

## COMMUNICATION SCIENCES AND DISORDERS

Course Descriptions	Semester Hours
<b>CS&amp;D 500 SPEECH AND LANGUAGE ACQUISITION</b>	<b>3</b>
The nature of language and language development in young children. Acquisition of phonological, semantic and syntactic systems studied in framework of biological, cognitive and linguistic theory.	

**CS&D 504 NEUROMOTOR DEVELOPMENT OF THE YOUNG CHILD 3**

The study of typical and atypical patterns of neuromotor organization and development, including general principles of stability, mobility, and the equilibrium as they influence postural stability is presented. Implications for the educator of the young handicapped child will be stressed.

**CS&D 505 LANGUAGE DISORDERED PRESCHOOLERS: IDENTIFICATION/EDUCATION 3**

A study of typical and atypical patterns of language development in the child from the pre-verbal period of infancy to the age of five will be undertaken.

**CS&D 506 ASSESSMENT OF PRESCHOOL HANDICAPPED CHILDREN 3**

Screening for and assessment of handicapping conditions in children from birth to age five are studied. Techniques and instruments commonly used, administration and interpretation of results of key instruments, and the use of data to write an effective individualized educational program (IEP) and instructional guide are presented.

**CS&D 507 IMPLEMENTING PROGRAMS FOR YOUNG HANDICAPPED CHILDREN 3**

The principles of learning and teaching will be applied to the preschool handicapped child. Adapting major curriculums and implementing IEPs (Individualized educational plans) in various settings will be the major focus of the course. Prerequisite: CS&D 506

**CS&D 508 PARENTS OF YOUNG HANDICAPPED CHILDREN: THE EDUCATOR'S ROLE 3**

Methods to help preschool educators cope more effectively with parents of handicapped children will be taught. Sensitivity to the problems of parenting handicapped children, the emotional and legal issues involved, and the development of the skills necessary for appropriate means of intervention will be the major focus of the course.

**CS&D 509 SEMINAR IN RESEARCH IN EARLY SPECIAL EDUCATION 3**

Research design, statistical analysis and methods for writing a research paper are studied. Significant problems in the field of early special education are investigated and discussed. Published research projects are evaluated.

**CS&D 510 FIELD EXPERIENCES IN EARLY SPECIAL EDUCATION 3**

Supervised experience in diverse field settings with preschool children, including typical and atypical children, and in an urban setting is provided. Seventy-five (75) clock hours of field experience is required.

**CS&D 511 ADVANCED SPEECH PATHOLOGY 3**

Modern techniques of speech rehabilitation and review of research findings in voice, articulation, rhythm and symbolization disorders. Speech rehabilitation integrated with related health services and educational services in schools and special centers.

Prerequisite: Neurophysiological Disorders of Communication or equivalent course.

**CS&D 512 ADVANCED DIAGNOSIS – COMMUNICATION DISORDERS 3**

Continuation of diagnosis procedure including tests for multiplehandicapped children with communication disorders. Opportunities provided for interviewing parents, testing and report writing.

**CS&D 514 COMMUNICATION DISORDERS OF AGED 3**

Communication disorders associated with pathologies that tend to occur in later life, e.g., aphasia, multiple sclerosis, Parkinsonism, and cerebral arteriosclerosis. Prerequisite: Neurophysiological Disorders of Communication or equivalent course.

**CS&D 515 SEMINAR IN VOICE DISORDERS 3**

Selected disorders of voice production. Consideration given to etiology, pathology and therapy related to vocal nodules, contact ulcers, paralysis of the vocal cords and other organic voice problems. Speech rehabilitation techniques for the laryngectomized and for persons with cleft palate conditions.

**CS&D 517 ARTICULATION DISORDERS 3**

This course provides an in-depth study of articulation problems of children and adults with major emphasis on assessment and treatment. Consideration is given to the speech problems associated with orofacial abnormalities, as well as to the management of dysarthria and apraxia in children and adults.

**CS&D 531 ADVANCED AUDIOLOGY 3**

Increase skill in administering tests for pure-tone and speech reception thresholds; evaluation and interpretation of test results and analysis of client histories. Hearing aid evaluation, measurement of recruitment and tests for psychogenic deafness and malingering; pre- and post-surgical audiometry and special problems of differential diagnosis in testing children.

Prerequisite: Clinical Procedures in Audiology or equivalent course.

**CS&D 534 SPEECH AND HEARING SCIENCE 3**

Study of basic acoustics, memory, and perception. Advanced study of anatomy and physiology of the speech and hearing mechanisms. Commonly used instrumentation will be discussed.

Prerequisite: Graduate status.

**CS&D 535 ADVANCED SEMINAR IN COMMUNICATION DISORDERS 6**

Diagnostic, therapeutic and evaluative techniques employed in working with children and adults who have speech disorders of organic etiology.

Prerequisite: Permission of graduate advisor.

**CS&D 537 HEARING AIDS AND HEARING AID SELECTION 3**

Principles and procedures involved in fitting hearing aids and differential selection based on audiometric findings. Characteristics of hearing aids and ear molds.

**CS&D 538 DIFFERENTIAL AUDIOMETRY 3**

Sophisticated and advanced audiometric tests used in differential diagnosis of hearing problems. Demonstration and analysis of functional hearing loss tests, evoked response audiometry, difference limen tests, G.S.R. audiometry and tests for central auditory problems.

**CS&D 540 PRACTICUM IN AUDIOLOGY 1-3**

Directed and supervised experience in advanced audiometric tests for differential diagnosis of hearing impairment.

Prerequisite: CS&D 538



- CS&D 541 ADVANCED PRACTICUM IN AUDIOLOGY 3**  
Directed and supervised experience in advanced audiometric tests for differential diagnosis of hearing impairment.  
Prerequisite: CS&D 538
- CS&D 562 INTERMEDIATE PRACTICUM IN COMMUNICATION DISORDERS 3**  
Supervised clinical practice with children and adults presenting a variety of communication disorders.  
Prerequisites: CS&D 309, 383, 461.
- CS&D 573 ORGANIZATION AND ADMINISTRATION OF SPEECH AND HEARING PROGRAMS 3**  
Clinical programs in the public schools and other settings. Testing, scheduling, grouping and record-keeping. The role of clinician in relation to administrators, teachers, specialists in related areas, parents and paraprofessionals.  
Prerequisite: To be taken prior to student teaching.
- CS&D 576 AURAL REHABILITATION 3**  
Advanced study of theory and techniques for developing speech reading and auditory training programs for the hearing impaired. Also considered will be basics of American sign language and social and vocational concerns.  
Prerequisites: CS&D 368 Clinical Procedures in Audiology; graduate status.
- CS&D 580 DIAGNOSIS AND CORRECTION OF CHILDREN WITH LEARNING DISABILITIES I 3**  
Conceptual model of learning disabilities; parameters of the diagnostic evaluation of the child who is failing school. Tests demonstrated; students trained in analyzing results and prescribing individualized educational plans.
- CS&D 581 DIAGNOSIS AND CORRECTION OF CHILDREN WITH LEARNING DISABILITIES II 3**  
Continuation of CS&D 580. Developing instruction plans from diagnostic data. Parameters of managing learning disabled children within and outside the regular classroom; consultation techniques for use with classroom teachers.  
Prerequisite: CS&D 580
- CS&D 582 REMEDIATION OF BASIC SKILLS 3**  
Techniques for remediation of reading, writing, spelling, arithmetic, speaking and listening problems with children who are performing poorly in school.  
Prerequisites: CS&D 580, 581.
- CS&D 583 LANGUAGE DISORDERS OF CHILDREN 3**  
Psycholinguistic components of language, factors involved in language development and language disorders associated with developmental lag, childhood aphasia, deafness, retardation, and emotional problems.  
Prerequisites: CS&D 500 or equivalent for speech pathology majors, CS&D 580 for learning disabilities majors.
- CS&D 584 CLEFT PALATE AND ORAL DEFORMITIES 3**  
Etiology and characteristics of cleft palate and oral deformities or malfunctions in children; speech therapy and surgical repair procedures. Unit on tongue thrust therapy included.

**CS&D 585 STUTTERING 3**

Principles and methods of speech therapy with children and adults who stutter. Methods of evaluation, specific techniques of speech therapy, and principles coordinating speech therapy with home and school life. Demonstrations with children who stutter serve as the basis for study and discussion.

**CS&D 586 EDUCATION OF THE HANDICAPPED 3**

Role of the teacher on the professional team, state and federal legislation relating to handicapped children and adults and community resources for the special child.

**CS&D 589 SEMINAR IN RESEARCH IN LEARNING DISABILITIES 3**

Significant problems in the field of learning disabilities are investigated, and published research projects evaluated. Critical analysis and experimental design are emphasized.

Prerequisites: Permission of graduate advisor and CS&D 580, 581, 582.

**CS&D 590 PRACTICUM IN LEARNING DISABILITIES 3**

Clinical diagnosis and teaching of children with learning disabilities. Supervision by departmental staff is given to fulfill the 150 hour requirement. Arrangements can be made for both on-campus and off-campus experiences. (Matriculated L.D. majors).

Prerequisites: CS&D 580, 581, 582, instructor's permission.

**CS&D 592 SEMINAR IN RESEARCH IN SPEECH PATHOLOGY 3**

Significant problems in the field are investigated and published research projects evaluated. Critical analysis and experimental design are emphasized.

Prerequisite: Instructor's permission.

**CS&D 593 SEMINAR IN RESEARCH AUDIOLOGY 3**

Significant problems in the field of audiology, evaluation of published research projects, critical analysis, and experimental design are studied.

Prerequisite: Instructor's permission.

**CS&D 594 INDEPENDENT STUDY 1-3**

Students select an area of communication sciences and disorders and, with advisement, study the literature in the field, observe related programs at special schools and centers and write reports on findings. Regular conferences with instructor for guidance and evaluation.

Prerequisite: Instructor's permission.

**CS&D 595 MEDICAL AND PHYSICAL BASES OF LEARNING DISABILITIES 3**

Critical dimensions of the neurological and physiological growth of the child. The scope and meaning of the pediatric and neurological examination and relevance of medical data to explain learning disorders. Aspects of drug and nutritional therapy will be explained.

**CS&D 597 PRACTICUM AND SEMINAR IN TEACHING HANDICAPPED CHILDREN 6**

The course provides students with direct experience in teaching children who are intellectually, physically, emotionally and/or developmentally handicapped in a controlled internship program. Students learn to analyze and carry out individualized education programs developed by child study teams. In addition to 90 hours of direct clinical teaching in an approved placement, each student must participate in class seminars, conferences and planning sessions.

**CS&D 598 PROBLEMS AND ISSUES IN COMMUNICATION DISORDERS 3**

This seminar is designed to introduce newly emerging topics in communication disorders, including cognitive rehabilitation of closed-head injured patients, dysphagia, and augmentative/alternative communication for the non-speaker. Literature review and prescribed observations will provide the foundation for studying the nature, characteristics, epidemiology, and the assessment/treatment protocols of the pertinent pathologies.

Prerequisite: Graduate status.

**CS&D 599 ADVANCED PRACTICUM IN SPEECH PATHOLOGY 3**

Practical application of diagnostic and rehabilitative techniques with children and adults who have major speech and language problems. Qualified students participate in specialized laboratory experiences: planning and supervising speech therapy sessions, providing rehabilitative services, interviewing applicants and administering audiometric tests.

Prerequisite: 60 clinical hours in speech practicum.

## CONTINUING EDUCATION

*Associate Directors: Ms. Frances Spinelli*

*Dr. Richard O. Taubald*

The Center for Continuing Education provides educational programs for business and industry, community agencies and individual adult learners. Services include training programs for employee career mobility, professional certification and recertification, and instruction in English as a Second Language (ESL) and computer literacy. In addition, testing for college credit and professional licensure is available through the Center.

The Center's main office is located at 860 Valley Road. Telephone (201) 893-4353 or 893-5154.

## CONTINUING EDUCATION

Course Descriptions	Semester Hours
<b>ADED 584 SPECIAL ISSUES: ADULT CONTINUING, COMMUNITY EDUCATION, GERONTOLOGY</b>	<b>1-3</b>
Workshops for practitioners in gerontology, adult education and community education. A focus on cooperation, shared resources and funding for human services organizations. Workshop series specifically designed to examine theories and practices in field of adult continuing and community education. Expressed needs in the field are basis for topical selection and specific workshop designs.	
<b>ADED 651 INDEPENDENT STUDY IN ADULT CONTINUING EDUCATION</b>	<b>3</b>
Designed for individuals who in consultation with an advisor, wish to undertake either an in-depth analysis of a specific problem, or to design and implement a particular project in adult continuing education.	



# COUNSELING, HUMAN DEVELOPMENT AND EDUCATIONAL LEADERSHIP

*Chairperson and Graduate Advisor: Dr. Arlene King*

*Program Coordinators: Alcoholism Study, Dr. Donald Gregg*

*Fieldwork, Dr. Richard Grey*

*Administration and Supervision, Dr. Ronald Armengol*

*Educator/Trainer Program, Dr. David Weischadle*

*Counseling, Dr. Arlene King*

Counseling programs in both the public and private sectors, corporate and business training and organizational development activities, and educational administration and supervision roles are integral parts of the American way of life. The mission of the department is to provide qualified and trained personnel for positions of responsibility in these various program areas, enabling organizations to meet the changing needs of society.

In counseling, the department prepares students for work with diverse populations in a variety of settings in the following areas: individual/group counseling, substance abuse counseling, guidance counseling, school social work, and student personnel services in higher education.

In the growing area of training and development, the department offers opportunities to current and prospective professionals to gain new knowledge and skills in management education, program planning and organizational analysis.

In educational administration and supervision, the department provides leadership programs for individuals to develop the knowledge and competencies for positions as principals, department supervisors, school business administrators, superintendents, and other personnel.

From the initial core of courses through the field work experience, the department offers courses to train counselors, human services personnel, and educational trainers to work with minority communities, women, families, adult learners, substance abusers, businesses and industrial settings, as well as to work in traditional roles in public school administration, supervision, school guidance, and school social work.

An initial core program, consisting of four courses applicable to counseling, educational training or administration and supervision is required of all students entering the program. The specific core to be followed will be determined under the guidance of the department's Graduate Advisor. After successful completion of the core, the student and the Program Coordinator will work out an individual program designed to meet his/her particular interests and needs.

## CERTIFICATION PROGRAMS IN COUNSELING

The department continues to emphasize state certification programs for guidance counselors and school social workers. Both of these state certifications require additional credentials. The Student Personnel Services Certification for guidance counselors requires a teaching certificate and one year of full time teaching experience under certification. Those wishing to be certified as school social worker

must have a minimum of 3 years of teaching experience or 3 years of experience in social work under approved supervision. Students should consult their graduate advisor for specific certification requirements for each of these programs. Courses are also available for persons seeking certification as Director of Pupil Personnel Services and for individuals interested in completing all academic requirements for certification in alcoholism counseling (CAC).

**REQUIREMENTS FOR  
THE MASTER OF ARTS DEGREE  
IN COUNSELING AND GUIDANCE**

	<b>Semester Hours</b>
I. Core Courses .....	12
Required of all students regardless of specialization.	
COUN 559 Dynamics of Group Process .....	3
COUN 577 Counseling Theories .....	3
COUN 588 Techniques of Interviewing and Counseling .....	3
ELRS 503 Methods of Research .....	3
II. Matriculation Interview with Coordinator	
III. Required Courses .....	27
These courses will be decided after the four core courses have been completed, and the student has decided upon a specialization. Here are a few of the choices available:	
(a) Human Services which permit such areas of specialization as:	
Individual Counseling	
Group Counseling	
Human Resources and Organizational Development	
Counseling in Higher Education	
Alcoholism Counseling	
(b) State Certification Program in Guidance and Counseling	
(c) State Certification Program in School Social Work	
(d) Dual Certification Program for both Guidance and Counseling and School Social Work (one additional course required)	
IV. Fieldwork .....	6
The fieldwork in each concentration consists of field placements approved by the Fieldwork/Practicum coordinator. A minimum of 300 hours of observation and contact with clients at the field site is required. Seminars will accompany the field experience.	
V. Comprehensive Examination or Thesis	
Nearing completion of the program, the student will register for the comprehensive examination given in the Fall or the Spring. Students selecting the thesis option should register for COUN 650 Research Seminar and Thesis Writing.	

Minimum Semester Hours: 45

# REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ADMINISTRATION AND SUPERVISION

(For school personnel)

Three years of successful teaching experience under certification are required for certification as Supervisor or Administrator. The program for principals is designed to meet the requirements enacted by the New Jersey Department of Education as of October 1, 1988.

## PROGRAM REQUIREMENTS

		Semester Hours
I.	Core Courses .....	12
	ELRS 503 Methods of Research .....	3
	ELAD 510 Educational Administration I .....	3
	COUN 559 Dynamics of Group Process .....	3
	ELAD 540 Supervision I .....	3
II.	Matriculation Interview with Coordinator	
III.	Required Courses .....	9
	CURR 530 Principles of Curriculum Development .....	3
	ELAD 520 Systems Analysis .....	3
	Approved Graduate Course in Social and Behavioral Sciences or Humanities .....	3
IV.	Specialization Courses .....	12-15
	ELAD 615 Field Experience in Administration and Supervision ...	3
	Electives to be selected after consultation with the advisor, and listed in the Master of Arts work program. They may be selected to satisfy certification requirements. Certain courses outside the School may be selected. A con- centration in Media or Educational Research and Evaluation is possible with Supervisor's Program.	
V.	Comprehensive Examination	

Minimum semester hours: 33-36

## ADVANCED GRADUATE STUDY IN ADMINISTRATION AND SUPERVISION

Students holding a Master of Arts degree and New Jersey certificate for Principal, who wish to continue planned graduate study of thirty additional semester hours, will be required to meet all matriculation requirements for admission to the Master of Arts program in Administration and Supervision, and make a satisfactory grade on a comprehensive examination covering the field. Such a program will need to be approved by a faculty advisor so as to meet the professional goals of the student, including certification for the School Administrator's Certificate (Superintendent of Schools) in New Jersey.



# REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ADMINISTRATION AND SUPERVISION-CONCENTRATION FOR EDUCATOR/TRAINER

## (Training Personnel)

This program provides solid scholastic foundations with close observation of the applications and implementation of theoretical principles. Graduates will serve as supervisors of trainers in corporate management, basic skill training in industry, civil service training, library/museums, health services, banks, research project management, and human resource management.

Graduates of this program will learn to:

1. Develop a personal philosophy of organizational training consistent with the related theories of adult learning and human development.
2. Develop effective leadership skills in educational training programs.
3. Analyze organizations and plan programs and strategies for increased effectiveness.
4. Develop techniques for interpersonal and group problem solving and decision-making.
5. Develop skills in managing change and conflict.
6. Interpret research findings and design and implement research techniques to their organizational needs.

## PROGRAM REQUIREMENTS

	Semester Hours
I. Core Courses .....	12
ELRS 503 Methods of Research .....	3
COUN 559 Dynamics of Group Process .....	3
ELAD 509 Administration of Education and Training Programs ...	3
ELAD 542 Supervisory Skills for Education and Training Personnel .....	3
II. Matriculation Interview with Coordinator	
III. Required Courses .....	9
ELAD 531 Program Planning and Development .....	3
Approved Psychology Course .....	3
Graduate Course in Testing and Approved Elective .....	3
IV. Specialization Courses .....	15
ELAD 628 Field Experience or Internship .....	3 or 6
Electives in major field approved by advisor .....	12 or 9
V. Comprehensive Examination	

Minimum Semester Hours: 36

A student must apply for deferred matriculation before completing six semester hours of course work in any of the programs offered by this department.

Final action on full matriculation is based on requirements of the Office of

Graduate Studies, the Department and any special individual requirements assigned to the student by the department's advisor/program coordinator.

## **COUNSELING, HUMAN DEVELOPMENT AND EDUCATIONAL LEADERSHIP**

<b>Course Descriptions</b>	<b>Semester Hours</b>
<b>COUN 557 TECHNIQUES AND EXERCISES IN GROUP DYNAMICS</b>	<b>3</b>
A structured experiential course: participating in and evaluating activities and exercises of individuals who work with small groups. Students will modify old designs and create new ones as they compile their own ideas, forms and exercises. Prerequisite: COUN 559 or equivalent course, instructor's permission.	
<b>COUN 558 CONSULTATION IN ORGANIZATIONAL DEVELOPMENT</b>	<b>3</b>
A laboratory based course which focuses on the role of the organizational consultant. Emphasis on planning, providing help and evaluating activities. Diagnostic and behavioral skills to aid individuals and groups within organizations will be developed. Designed for those considering consultation work in business, industry, government, penology, education and community organizations. Prerequisite: COUN 599 and 568, or instructor's permission.	
<b>COUN 559 DYNAMICS OF GROUP PROCESS</b>	<b>1-3</b>
A laboratory-based course for the development of group skills and understanding. Focus is on experimental learning and personal growth. Reading in human interaction theory will be related to actual group participation.	
<b>COUN 560 MEDICAL PROBLEMS IN EDUCATION</b>	<b>3</b>
In this course the role of the educator is studied in relation to the following subject areas: childhood, chronic and contagious diseases, nutritional problems, narcotics and psycho-socio-medical pathologies. The impact of health problems on the family, school and community is emphasized throughout. Required for certification in school social work.	
<b>COUN 561 MARITAL AND FAMILY THERAPY</b>	<b>3</b>
This course focuses on the core concepts fundamental to an understanding of marital and family therapy. Emphasis is on a frame of reference for family therapy strategies and review of current research on family process and treatment. Course is intended for practitioners in the helping professions, including social workers, counselors, ministers, probation and parole officers, alcohol and drug counselors. Prerequisites: Core courses and approval of instructor.	

### **COUN 562 SOCIAL CASE WORK I 3**

This course examines the theory and practice of social casework. Focus is on developing casework techniques in interviewing, diagnostic skills and intervention modalities. Utilizing case studies from school settings and social agencies, critical examination of major casework methods are undertaken in terms of diagnosis and functioning and intervention appropriate for the social treatment of a client-child or adult. Emphasis is on school social work, the child study team, the broad range of learning and behavioral problems, the appropriate use of casework help, the relationship between theory and practice and developing beginning skills in transferring and using knowledge appropriate to problem situations in the school and community. Required for certification in school social work.

### **COUN 563 SOCIAL CASEWORK II 3**

This course is a continuation of Social Casework I on a more advanced level. It entails critical examination of major social work methods in diagnosis, social functioning and relevant intervention techniques appropriate for the social treatment of individuals. Required for certification in school social work.

Prerequisite: COUN 562 or equivalent course.

### **COUN 564 CASEWORK WITH CHILDREN 3**

This course examines casework intervention for youthful clients. Focus is on the scope and specific goals in treating children/adolescents experiencing problems associated with the life stages. Emphasis is on the treatment and prevention of drug and alcohol abuse and other self-destructive behaviors; dysfunctional families and problem children; and knowledge of theories and application of child and adolescent development.

Prerequisite: COUN 562 or equivalent.

### **COUN 566 FIELD WORK-GROUP LEADERSHIP 3**

On-the-job training for group workers to sharpen diagnostic and behavioral skills. Students will join an ongoing task centered group either as a member or its leader and will make a problem diagnosis, procedural plan and a method of evaluation. In-progress and final reports will be discussed.

Prerequisite: COUN 559 or instructor's permission

### **COUN 568 THEORIES OF CONSULTATION 3**

Problems and current practices in small group interaction, social restructuring and cultural encounter. Survey of literature on the influence of interaction on small group behaviors, learning theories, leadership, decision making, social reconstruction, value conflict and perception of self and others.

### **COUN 570 COUNSELING ADULTS 3**

This course is designed to identify the special needs of adults as they seek counseling. Special attention is given to the counseling needs of college students, adults returning to academic environs, women, minority groups, the handicapped, and other adults with special needs. Case studies, field visits, and supervised practice will be basic techniques employed.

Prerequisite: COUN 577 or instructor's permission.



**COUN 571 PEER COUNSELING 3**

An advanced course dealing with the concept and experience of peer counseling. The development, organization, implementation, and evaluation of peer counseling programs and activities. This course involves lectures, seminars, and laboratory experiences. In laboratory, students counsel each other. In seminar, they evaluate their peer counseling activities.

Prerequisites: COUN 559, 577.

**COUN 572 SELF-CRITIQUING FOR IMPROVED COUNSELING COMPETENCE 3**

Presentation of a theory and system for improving one-to-one counseling through a process of self-critiquing tape recorded interviews of counseling sessions conducted by course participants. Specific counseling behaviors are identified and examined and strategies are developed leading to the attainment of individual behavioral goals.

Prerequisite: COUN 588 or equivalent course.

**COUN 573 COUNSELING FOR CAREER MOBILITY 3**

Course designed for counselors, staff development administrators, personnel counselors, trainers, individuals involved in career planning and personal development for employees or clients in academia, social agencies, business/industry. Prepare professionals to use current appropriate counseling techniques in career areas. Focus on career awareness and the changing market, possibilities of vertical/horizontal career mobility, job re-entry/retraining, and learning skills to facilitate self-awareness in relation to the world of work.

**COUN 574 COUNSELING IN AN INDUSTRIAL SETTING: EMPLOYEE ASSISTANCE PROGRAM (EAP) 3**

Course focuses on counseling in the industrial/business environment; emphasis is on a frame of reference for intervention, assessment, diagnosis, treatment and referral. Reviews the history of employee assistance programs, discusses conceptual models, strategies and tactics of counselor intervention, clarifies other important issues related to organizational and employee needs. Differences between using resources in the work place and community agencies are explored.

Prerequisites: Core courses or instructor's approval.

**COUN 576 ACTION METHODS IN COUNSELING 3**

Course is designed to provide an opportunity for students to experience and to develop facility with counseling methods which will enable their clients to explore the roles that they play in their daily lives and to find new and more effective ways of expressing these roles. Through the use of action-oriented techniques, students will increase their spontaneity and will be freer to unfetter creativity in others.

**COUN 577 COUNSELING THEORIES 3**

Entails a comprehensive study of the major schools of thought in psychotherapies, existentialism, Rogerian psychology, rational and motive, and psychoanalysis, among others, are studies in the context of social work, counseling, and psychological practice. Emphasis is in helping prospective human service professionals in recognizing that different theories are effective not because of their unique elements, but because in practice they include the basic common elements of all theories.

**COUN 579 THE USE OF TESTS IN COUNSELING 3**

This course designed to familiarize counselors and school social workers with techniques for use and interpretation of test results. Implicit in this course will be the use of appropriate statistical analysis to draw conclusions for research and program development. Laboratory techniques will be used to give students practical opportunities to administer, score and interpret a group of tests. Some time will be devoted to the planning of testing programs.

Prerequisite: ELRS 578 or equivalent.

**COUN 581 COMMUNITY RESOURCES 3**

This course deals with the various agencies, industries and institutions available in the surrounding communities for use in guiding and referring clients. In addition to becoming familiar with the location and nature of these facilities students learn the techniques for arranging client interviews and visits. Class discussion and personal research are supplemented by field trips.

Prerequisite: COUN 577.

**COUN 582 CAREER COUNSELING 3**

Covers the principles of career guidance, use of tests and interest inventories in career guidance, sources and usage of career information, theories of career development, counseling on how to find and hold a job, and placement activities. Also includes an introduction to career education. Students will visit industries and post-secondary training.

Prerequisite: COUN 577.

**COUN 583 EDUCATIONAL GUIDANCE 3**

This course is concerned with the facilities available for education after high-school graduation, the problem of further training for pupils leaving school before completing high school programs of alternative education, and the academic problems of students while in school. A brief survey of colleges and college admission procedures is made.

Prerequisite: COUN 577.

**COUN 584 GROUP COUNSELING: THEORY AND PRACTICE 3**

Course is designed to familiarize counselors, social workers, and other practitioners with the use of group counseling methods for the facilitation of personal growth; the treatment of social and emotional disorders and the socioemotional education and enrichment of the individual. Entails examination of the historical and cultural context for group methods. Emphasis on diagnosis, group membership, group process, relevant social, psychological and educational theories in group behavior, treatment and strategies.

**COUN 585 GROUP GUIDANCE AND COUNSELING ACTIVITIES 3**

This course places emphasis on the distinction between guidance and counseling techniques and the appropriate group activities for each purpose.

Prerequisite: COUN 577.

**COUN 586 ELEMENTARY SCHOOL GUIDANCE SERVICES 3**

This course is designed for elementary and middle school teachers and counselors-in-training who are concerned with supportive services related to human growth and life planning as a developmental process for their students. Special attention is given to the identification of problem areas and referral services.

**COUN 587 ADMINISTRATION AND SUPERVISION OF GUIDANCE PROGRAMS 3**

Developing and administering programs of student registration, theory and techniques of scheduling, and supervisory responsibilities of the director of guidance. Coordinating guidance activities in a multi-school district or agency. Examination of current guidance practices; formation of proposals for improvement in programs where the student is working as a counselor and/or director.

Prerequisite: COUN 577, 589 or equivalent course.

**COUN 588 TECHNIQUES OF INTERVIEWING AND COUNSELING 3**

Included in this course are techniques applicable to the interviewing and counseling of individuals and small groups. Directive as well as client-centered approaches are utilized. Specific attention is given to techniques such as role-playing, case studies, and audio/video tape feedback.

Prerequisite: COUN 577.

**COUN 589 STUDENT PERSONNEL SERVICES IN HIGHER EDUCATION 3**

The course is a study of the student personnel functions in two-year and four-year colleges. The areas to be included are: personal counseling, financial aid, dormitory management, health program, student activities and social programs; course selection, job placement, college admission and academic retention, administration and supervision of the program.

**COUN 590 COUNSELING THE ALCOHOLIC 3**

Course entails a comprehensive survey of concepts and complexities generic to alcohol-related dysfunctions. Investigates contemporary counseling theories and practices compatible with the pathology. Emphasis is helping prospective human service professionals develop diagnostic, attitudinal, and behavioral skills germane to case discovery and intervention.

**COUN 591 SEMINAR IN ALCOHOLISM COUNSELING 3**

Methods for selection of treatment modalities for the alcoholic client will be studied along with typical behavior patterns of alcoholics. Major counseling theories will be reviewed in terms of what they offer to recovering alcoholics. Counseling fieldwork in an alcoholism treatment center will be required of each student.

Prerequisite: COUN 590.

**COUN 595 MULTI-CULTURAL COUNSELING 3**

Students will examine the concept of culture; consider their own values; analyze American middle class norms and their relationship to the counseling profession; and study diverse multi-cultural viewpoints with a close look at certain specific populations. The perspective will be one of sociology/anthropology joined to the psychological/counseling approach.

**COUN 601 WORKSHOP IN EDUCATION GUIDANCE 3**

Students will be exposed to experiences designed to reinforce previous leadership and membership skills. They will have the opportunity to develop, carry out and evaluate a project concerned with small groups. Students may work singly or in groups to carry out their project designs.



**COUN 650 RESEARCH SEMINAR AND THESIS WRITING 3**

This course may be substituted for the Comprehensive Exam. It is available on a year-long basis, with an Incomplete granted at the end of the first semester to allow students the full year stipulated to complete a thesis. Students must follow the MSC Thesis Guidelines which may be obtained from the Graduate Studies Office and consult their department advisor before beginning the process.

**COUN 652 COUNSELING THE FAMILY 3**

The course provides the opportunity for students to gain practical experience in leading family counseling sessions. Students will be expected to lead these groups with staff members and be available to assist in all learning endeavors.

Prerequisites: COUN 559, 570, 577, majors only, instructor's permission.

**COUN 654 SUPERVISED FIELD WORK IN COUNSELING 3**

This course requires that students participate in field placements appropriate to their specialization of training. Students will observe/participate in activities at the site to which they are assigned; write detailed accounts of their observations and experiences; and attend regularly scheduled seminars.

Prerequisites: 21 semester hours in master's degree program, permission of fieldwork coordinator.

**COUN 656 PRACTICUM: GROUP COUNSELING 3**

An advanced course for those practicing group leaders who wish to enhance their group leading skills. The students will meet and discuss their concerns and experiences. In this way they will be able to reinforce their present beliefs; have an opportunity to explore other's values and evolve alternative ways of working with groups.

Prerequisites: 21 semester hours in master's degree program and permission of fieldwork coordinator.

**COUN 660 SELECTED PROBLEMS IN COUNSELING  
HANDICAPPED PERSONS 3**

This course presents an overview of prevailing laws, attitudes, issues and practices related to the special needs of handicapped persons. Attention is given to: 1) identification and understanding of the handicapped; 2) federal and N.J. state legislation and supportive programs; 3) life/career counseling as particularly relevant to handicapped persons of all ages; 4) issues and trends in meeting the special needs of the handicapped.

Prerequisites: COUN 577, instructor's permission.

**COUN 661 GROUP DEVELOPMENT LABORATORY I 3**

Seminar experiences as a core for advanced study in organizational leadership. Group participation and periodic opportunities to examine the problems of a group and the effects of individual behaviors in group development. Methods of applying this experience to the improvement of communication in client organizations.

Prerequisites: COUN 559 or equivalent course, instructor's permission.

**COUN 662 GROUP DEVELOPMENT LABORATORY II 3**

Seminar experiences as a core for advanced study in organizational leadership. Group participation and periodic opportunities to examine the problems of a group and effects of individual behaviors in group development. Methods of applying this experience to the improvement of communication in client organizations.

Prerequisites: COUN 559, 661 or instructor's permission.

**COUN 663 GROUP LABORATORY DESIGN 3**

This course will focus on the translation of client needs into designs for programs of experiential and cognitive learning opportunities. Students will study models of programs which have been used for colleges, schools, businesses, and other organizations. They will then discuss the theoretical aspects involved and participate in the planning, carrying out, and evaluation of current laboratories, workshops, and conferences.

Prerequisite: COUN 559.

**COUN 664 INDEPENDENT STUDY 1-3**

An opportunity to study in depth areas of human services which are not offered in the regular curriculum, under the direction of department faculty member. Semester hours determined by the department chair following consultation with departmental research committee. Advanced individual study on problems beyond what can be accomplished in the classroom. Credit may be obtained for an approved course or seminar related to the student's special area of interest.

Prerequisites: ELRS 503 Methods of Research, chairperson's permission.

**COUN 666 ETHICAL AND LEGAL ISSUES IN COUNSELING 3**

This course will include a study of ethical theory in relation to legal and moral issues in counseling. Conflicts and value problems will be looked at. Ethical principles and specific cases facing counselor will be included. Specific problems in thinking and counseling strategies as well as marketing of services and conduct of individual counselors will be studied.

Prerequisite: COUN 577, or instructor's permission.

**COUN 672 COUNSELING THE AGING 3**

This course deals with the long-range preventive counseling and crisis intervention in critical stages of the aging process. Covered are such topics as: job change, economic upheaval, sexuality, changing family structure, chronic illness, death and dying.

Prerequisite: At least 1 year counseling experience or department chairperson's permission.

**COUN 673 COUNSELING FOR SEX EQUALITY 3**

This course is designed to help student become more aware of the overt and more subtle aspects of sex inequality in our culture; the need for individual and group counseling strategies to overcome sex bias; and the development of counseling skills needed to implement these strategies.

**COUN 674 SUPERVISED FIELDWORK IN COUNSELING II 3**

This course requires that students participate in field placements appropriate to their specialization of training. Students will observe/participate in activities at the site to which they are assigned; write detailed accounts of their observations and experiences; and attend regularly scheduled seminars.

Prerequisites: COUN 654 and permission of fieldwork coordinator.

**COUN 676 PRACTICUM: GROUP COUNSELING II 3**

An advanced course for those practicing group leaders who wish to enhance their group leading skills. The students will meet and discuss their concerns and experiences. In this way they will be able to reinforce their present beliefs: Have an opportunity to explore others' values and evolve alternative ways of working with groups.

Prerequisites: COUN 656 and permission of fieldwork coordinator.

**COUN 682 SEMINAR IN ADVANCED CAREER GUIDANCE 3**

This seminar offers participants an in-depth exposure to such topics as latest sources and methods of utilizing career information, use of tests in career guidance, and theories of career development and their application in counseling, and developments in career education as they apply to counselors.

Prerequisite: COUN 582 or equivalent course, or instructor's permission.

**ELAD 509 ADMINISTRATION OF EDUCATION AND TRAINING PROGRAMS 3**

This course prepares the present or prospective administrator to manage an education or training program in a non-school setting. Administrative theory, organizational functions, personnel and staff requirements as well as program design and development will be examined and studied. The course is designed for the educational administrator in both public and nonpublic agencies as well as in profit-making or non-profit organizations.

Prerequisite: One and one-half years of work experience.

**ELAD 510 EDUCATIONAL ADMINISTRATION I 3**

Nature and dynamics of organizations from the viewpoints of social and behavioral sciences. Leadership, decision-making, conflict resolution and other theories considered in the educational setting. Impact of environmental and personal forces on organizational behavior.

Prerequisite: One and one-half years of successful teaching under certification.

**ELAD 512 ADMINISTRATION OF ELEMENTARY SCHOOLS 3**

Educational leadership required for effective elementary school organization and administration. Changing role of the principal, relationships with staff and students and current principles, practices and techniques with regard to scheduling, staff utilization, plant operation, student activities and school community relations.

Prerequisite: Educational Administration ELAD 510



**ELAD 513 SECONDARY SCHOOL ADMINISTRATION 3**

Special administration problems of the junior and senior high school. Recruitment of staff; scheduling of teachers, organization and school morale, and recent experiments of organizational structure. Supervision of instruction as a major function of administration. Current demands of adults in the community. How the secondary school operates in relation to the elementary school and higher education to help design education as a continuous process. Students write a paper on a special administrative problem.

Prerequisite: ELAD 510.

**ELAD 520 SYSTEMS ANALYSIS IN EDUCATION AND TRAINING 3**

Latest techniques in operations research for educational purposes. Systems analysis techniques studied and utilized by student in an instructional, curriculum or administrative mode. Simulation techniques in classroom-oriented activities.

Prerequisite: ELAD 510 and CURR 530.

**ELAD 521 EDUCATION LAW 3**

Legal-theory, practical politics, relationship of school district organization to other units of government, appellate function of the state Commissioner of Education and the state Board of Education, New Jersey school laws (Title 18A of the revised statutes) and rules and regulation of the state board of education and their decisions. New Jersey school legal structure compared with that of other states.

**ELAD 522 USE OF COMPUTERS IN EDUCATIONAL ADMINISTRATION 3**

This introductory course provides for the school administrator an overview of the computer, its development and applications in education, and the nature of the computer operational requirements in an educational organization. Also included will be the elements of an educational management information system (EMIS), computer staff supervision, and use of computers in such areas as testing, record keeping, attendance and report preparation.

Prerequisite: ELAD 510.

**ELAD 524 EDUCATION LAW II 3**

This course is principally designed for the experienced public school teacher, administrator and board of education member. Such topics as school district and employee liability, negligence, and the constitutional and statutory rights of the school employee and student are fully explored. Pertinent administrative law and court decisions are reviewed using the case study method.

Prerequisite: ELAD 521.

**ELAD 526 SCHOOL BUSINESS ADMINISTRATION 3**

Role of school business administration in the public school. Various functions, structures and techniques of operation. Simulation techniques utilized to construct both a traditional and PPBS budget.

Prerequisite: ELAD 510.

**ELAD 528 FINANCIAL MANAGEMENT FOR EDUCATION AND TRAINING PERSONNEL 3**

This course provides an introduction to budgets systems, financial management, general accounting procedures, and the process of reporting for training personnel. Also included will be discussions of the development of financial reports related to training, as well as experience in the use of cost-benefit analysis techniques. Financial terminology will be included in the overall course development.

**ELAD 531 PROGRAM PLANNING AND DEVELOPMENT 3**

This course provides education and training personnel with experience in the principles and techniques of designing training programs in the organizational setting. Special attention will be placed on organizational needs analysis and program development in skills areas and staff development. Students will design a total program and individual lessons for education and training efforts in a variety of simulated settings.

Prerequisite: One and one-half years of work experience.

**ELAD 540 SUPERVISION I 3**

School personnel as principals, coordinators and department and subject area supervisors in elementary and secondary schools. Contribution of supervisors in instruction and in supporting the professional work of classroom teachers.

Prerequisites: Two years of teaching experience and ELAD 510.

**ELAD 542 SUPERVISORY SKILLS FOR EDUCATION AND TRAINING PERSONNEL 3**

This course provides the present and prospective education and training supervisor in a public or non-public, profit or non-profit setting with instruction in course/program assessment, personnel selection procedures, staff evaluation processes, and material/equipment procurement. Also included is training manual development and use.

Prerequisite: ELAD 509.

**ELAD 543 THE CLINICAL SUPERVISOR 3**

Role of the supervisor in implementing clinical supervisory practices. Simulation techniques utilized to develop observation and conference techniques as well as the development of professional improvement plans.

Prerequisites: ELAD 510, ELAD 540.

**ELAD 545 LEADERSHIP SKILLS IN COMMUNICATION FOR THE EDUCATOR/TRAINER 3**

This course provides experience in basic leadership skills for the educator/trainer: communication skills, report writing skills, listening skills, and presentation skills, students will prepare actual reports, presentations, and reactions, verbal and/or written, to problem situations. Audio and video taping of individual skills presentation of simulated situations will be an important component of the course. Increasing training and supervisory effectiveness through the improvement of communication skills will be the major focus of this course.

**ELAD 615 SUPERVISED FIELD EXPERIENCE IN ADMINISTRATION AND SUPERVISION 3-6**

Students are assigned work within an educational agency, operating at the level and in the domain of their professional specialty. They work under an established administrator on some limited function of the position, approved through mutual agreement among the student, the administrator and the college supervisor. This experience is not to be construed as an internship, as it will not encompass the total job description of the administrator. A written report on the activity or research paper will be approved by the administrator and presented to the college supervisor, who will evaluate the total experience.

Prerequisite: Permission of a graduate advisor. Graduate program matriculation required.

**ELAD 616 INTERNSHIP IN EDUCATIONAL ADMINISTRATION 6**

Full semester assignment of guided work within an educational institution's administrative office. Sixth year students are eligible to choose this internship plan, but it is advised that arrangements be made for released time, at least one half time, if the internship is to be carried on in an institution where student is employed. The experience is planned to include a wide variety of administrative experiences such as locating and interviewing candidates for position, scheduling, inservice professional development, special committee leadership, projects that influence curriculum building arrangements and budgets. The sixth year student may be required to take ELAD 610 or 611 for three additional semester hours during this internship. In all cases, students will complete the research project as of the internship assignment.

Prerequisite: Open only to matriculated students. Graduate advisor's permission.

**ELAD 618 INDEPENDENT STUDY IN EDUCATIONAL ADMINISTRATION AND SUPERVISION 1-3**

Individual pursuit of a research topic in the area of administration or supervision, culminating in a written document of scholarly proportion and integrity. Arrangements for this course should be made with department chairperson or advisor.

Prerequisites: Open only to advanced matriculated students in programs, with permission of department chairperson.

**ELAD 619 SEMINAR IN ADMINISTRATION, SUPERVISION AND CURRICULUM 3**

Intensive study of administrative and supervisory problems suggested by educational events and trends of the year. Each student does an individual piece of research which is reported to the class. This represents advanced work which depends upon previous study or experience in educational administration or supervision.

Prerequisite: Permission of graduate advisor.

**ELAD 621 SCHOOL PLANT PLANNING 3**

The relationship between educational facilities and educational programs. Site selection, development of educational specifications, the physical environment, selection of equipment, programming of various facilities based on curricula and community needs. Group visits to exemplary educational facilities.

Prerequisite: ELAD 510.



**ELAD 622 SCHOOL FINANCE 3**

Current economic environment; state, local and federal taxation; state school aid theory and practice; school district indebtedness; statutory school budget and fiscal controls; various cost-quality instruments and role of school fiscal structure in relation to local, state and federal governments.

Prerequisite: ELAD 510 and 521.

**ELAD 628 FIELD EXPERIENCE IN ADMINISTRATION AND SUPERVISION FOR EDUCATORS/ TRAINERS 3 or 6**

Students are assigned to a particular office, under guidance of a supervisor, to carry out certain functions of the position. A college staff member acts as coordinator and supervisor by visiting site and consulting with student, observing him in action; plans with site supervisor for improvement and evaluation of student's work.

**ELAD 629 ACCOUNTING, AUDITING, AND REPORTING FOR SCHOOL SYSTEMS 3**

The course will provide students with the knowledge and skills required to initiate and maintain a school district's accounting, auditing, and reporting program. Emphasis is placed on the terminology and processes required to insure local school district financial accountability. New Jersey operational requirements will be stressed.

Prerequisites: ELAD 521, 526.

**ELAD 635 RESEARCH SEMINAR IN CURRICULUM DEVELOPMENT 3**

For students engaged in problems of curriculum reconstruction and those who anticipate committee work in this field. Each student does an individual piece of research which is reported to the class. This represents advanced work which depends on previous study in curriculum area.

**ELAD 643 STAFF PERSONNEL ADMINISTRATION AND SUPERVISION 3**

Personnel practices and problems in current school situations. Roles of policy-making bodies, the public, professionals, para-professionals and general staff in recruitment, selection, retention and evaluation of staff.

Prerequisites: ELAD 510 and 540.

**ELAD 670 SELECTED TOPICS IN EDUCATIONAL ADMINISTRATION/SUPERVISION 1-3**

Emphasis on in-service education for practicing administrators and or supervisors. Topics will vary in accordance with needs, concerns, or requests of school districts or professional organizations desiring service. Current problems are given priority. Credits to be dependent upon number of hours workshops and/or seminars are in session.

Prerequisite: For practicing administrator or supervisors only.

# CURRICULUM AND TEACHING

*Chairperson: Dr. Susie B. Boyce*

## M.A.T. (MASTER OF ARTS IN TEACHING)

*MAT Coordinator: Dr. Susie B. Boyce*

*Graduate Advisor MAT: Dr. Susie B. Boyce*

Students with a baccalaureate degree and interest in teaching may earn the Master of Arts in Teaching (MAT) and a Teaching Certificate simultaneously.

A concentration in the Teaching of Middle School Philosophy is also available within the M.A.T. program.

The regular program is open to students with undergraduate backgrounds equivalent to a teaching field in one of the following areas: fine arts, business education (bookkeeping and accounting, distributive education, general business education, secretarial studies), English, foreign languages (French, Spanish), home economics, industrial education and technology, mathematics, music, health and/or physical education, science, social sciences and theatre. Additional undergraduate course work in the student's teaching field may be required to meet certification standards.

Upon successful completion of the program, and successful passing of the National Teachers Examination in the appropriate area, the student will be recommended to the New Jersey Department of Education for a Teaching Certificate. Students interested in teaching elsewhere should seek information from the appropriate state authorities; requirements are generally similar.

**Note:** Certification requirements are subject to change (see Non-Degree Post-Baccalaureate, Post-Master of Arts Approved Certification Programs and Teacher Certification Program requirements in this catalog).

## ADMISSION REQUIREMENTS

In addition to the general requirements for admission and matriculation for the master's degree, the applicant must file a separate application to the Teacher Education Program by contacting the graduate advisor in the School of Professional Studies. Admission to the College cannot be considered admission to Teacher Education.

Criteria considered for admission are:

1. Three recommendations, two of which are from college faculty or school administrators.
2. Verification of demonstrated competence in speech by the department of Speech and Theatre.
3. Cumulative undergraduate grade point average of at least 2.67 and a qualifying score on the aptitude section of the Graduate Record Examination. For those whose native language is other than English, the TOEFL Examination may be substituted.
4. Evidence of active interest in community affairs and teaching.

5. Clearance by the Student Personnel Division (For MSC BA/BS graduates only).
6. Endorsement of the Teacher Admissions Committee (Departmental and School).

### Advisement

Persons interested in the program may secure information from their designated advisors. Upon acceptance, the student will be assigned an advisor who will co-operatively develop a formal program of course work with a departmental (teaching field) advisor and advise the student continuously. For information about certification in New Jersey, the student may confer with the advisor for certification programs. For further information on certification, see Non-Degree Post-Baccalaureate/Post M.A. Approved Certification Programs in this catalog.

## REQUIREMENTS FOR THE MASTER OF ARTS IN TEACHING (M.A.T.) DEGREE

**Semester  
Hours**

<b>I. Professional Sequence</b>		
A. Prerequisites: The following courses must be taken if the students cannot fulfill the prerequisites on the basis of undergraduate credits or allowable graduate courses.		
PSYC	101 General Psychology I, Growth and Development (undergraduate credit only)	3
PSYC	200 Educational Psychology (undergraduate credit only)	3
CURR	200 Initial Field Experience in Education*	1
READ	407 Reading: Theory and Process	3
READ	408 Reading: The Content Areas	3
CURR	410 Intermediate Field Experience in Education or equivalent	1
<b>Note:</b> All students must satisfy the course requirements in the Human and Intercultural Relations area. The course to meet this requirement must be selected from the approved list or its equivalent in consultation with the advisor.		
B. Required Courses		11
	Departmental Methods Course	3
CURR	400 Teacher, School and Society	3
EDFD	520 Development of Educational Thought	3
CURR	435 Effective Teaching/Productive Learning*	2
<b>II. Education Sequence</b>		<b>12</b>
A.		
COUN	559 Dynamics of Group Processes	3
ELRS	503 Methods of Research	3
B. Other education electives		6
Graduate courses not specifically designed for preparation or certification in some other areas of education may be selected with approval of the Graduate Advisor.		



If, in the opinion of the Dean of the School, the student has essentially achieved the objectives of part of the program, that portion of the requirements may be waived. However, the number of graduate credits may not be reduced below 32, and other requirements of the College still apply.

- III. Teaching Discipline Courses .....6-9  
Graduate courses in the teaching discipline which are covered by the certificate or serve other needs and interests of the students are selected with approval of the Graduate Advisor.
- IV. Cultural Electives .....3-6  
With approval of the advisor, the student selects courses to extend or broaden his general education.  
**Note:** Areas III and IV must total at least 12 credits.
- V. Field Experience (Practicum) ..... 10
  - CURR 411 Supervised Student Teaching ..... 8
  - CURR 402 Seminar in Professional Education ..... 1
  - CURR 401 Senior Field Experience ..... 1

Minimum: 45 semester hours

**Note:**

The program requires a comprehensive examination. This requirement may be completed in conjunction with a three credit course (CURR 600 MAT Seminar Related Instructional Thought and Practices) designed to prepare candidates for the examination. See Graduate Advisor for information.

\* *Effective for students entering after September 1, 1986.*

## MASTER OF ARTS IN TEACHING CONCENTRATION IN TEACHING MIDDLE SCHOOL PHILOSOPHY

*Director of the Institute for the Advancement  
of Philosophy for Children (IAPC): Dr. Matthew Lipman  
Director of IAPC Graduate Programs,  
Graduate Advisor: Dr. Ann-Margaret Sharp*

The master's program in philosophy for children is designed for candidates who have a liberal arts degree or its equivalent. In view of the growing awareness of the importance of reasoning to the educational process, and in view of the high regard in which the Philosophy for Children program has come to be held by educators internationally, proficiency in teaching children philosophy, as attested by this degree, will strongly recommend such individuals to elementary and secondary schools seeking teachers with proficiency in improving students' cognitive skills.

Students attend four semesters of which the first and final are summer residential sessions held off campus in a community setting. Students take 36 credits in philosophy for children, educational psychology, and sociological theory. An additional ten credits enables the student to acquire actual classroom experience teaching philosophy to children under supervision in local public schools and to analyze their teaching experience under the guidance of the professional staff.

Since the inception of this program in 1981, candidates from many foreign nations have participated in addition to students from various parts of the United States. Many of these students already held a master's degree in Philosophy before entering into this program. Among those who have successfully completed the program, some have gone on to Ph.D. programs in various universities, including the new Ph.D. Program in Philosophy for Children at Southern Illinois University; some have become Philosophy for Children coordinators in school districts; and some have become classroom teachers.

### **Certification**

Candidates may, if they choose, opt for K-12 certification in a discipline other than philosophy since philosophy is not a certifiable discipline in most states. Before beginning the degree program, the student who chooses this option should identify the discipline in which certification is to be requested upon consultation with the graduate advisor. It is the student's responsibility to contact the departmental certification advisor in that discipline to determine which courses the student will need to take in addition to the 46 graduate-credit Program in Philosophy for Children. There is no reason why these courses could not be taken in advance of the student's residence at Montclair State College. The student will also be responsible for designing a work program with the director of the IAPC graduate programs, which will secure the approval of the certifying officer of the College, the Dean of the School of Professional Studies.

### **Admission Requirements**

Students should have a strong background in the liberal arts, with at least 15 undergraduate credits in traditional philosophy and 6 credits in psychology. Courses in the history of philosophy and logic are particularly desirable. Also required are an overall average of 3.00 in undergraduate work, Graduate Record Examination or Miller Analogies Test scores, and an interview. (The examination scores are waived in the case of individuals already holding a master's degree.)

### **Examinations**

All candidates for the degree must pass the IAPC comprehensive examination given each year at the end of the summer terminal session. Application for this examination must be made in writing to the Office of Graduate Studies by March 1st of the year in which the examination is to be taken. Candidates are examined in the teaching of reasoning, inquiry and concept formation skills, and in the relationship between the history of ideas and philosophy for children.

# REQUIREMENTS FOR THE MASTER OF ARTS IN TEACHING CONCENTRATION IN TEACHING MIDDLE SCHOOL PHILOSOPHY

Summer (one month off-campus residential session)

**Semester  
Hours**

PHLC	510	Teaching Philosophical Thinking I & II .....	6
PHLC	511	Teaching Philosophical Thinking III .....	3

Fall

EDFD	521	Contemporary Educational Thought .....	3
CURR	400	Teacher, School and Society .....	3
CURR	401	Senior Field Experience .....	1
CURR	521	Seminar: Problems of a Classroom Teacher .....	1
PHLC	512	Value Thinking Skills for Children .....	3
CURR	414	In-service Supervised Teaching I .....	4

Spring

EDFD	581	Foundations of Reflective Education .....	3
SOCI	560	Sociological Theory .....	3
PSYC	560	Advanced Educational Psychology .....	3
CURR	415	In-service Supervised Teaching II .....	4
PHLC	513	Social Thinking Skills of Children .....	3

Summer (one month, off-campus residential session)

PHLC	614	Scientific Thinking Skills for Children .....	3
PHLC	615	Foundations of Reasoning .....	3

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## COMPREHENSIVE EXAMINATION

### M. Ed. (MASTER OF EDUCATION) AN INTERDISCIPLINARY DEGREE FOR CLASSROOM TEACHERS

*M.Ed Administrator and Coordinator: Dr. Catherine Becker*

*Graduate Advisor: Dr. Catherine Becker*

The Master of Education degree at Montclair State College is designed to provide teachers with the knowledge, skills and competencies that will improve their performance in the classroom while broadening their awareness of professional issues and concerns. It is a program that is consciously designed for the mature student, drawing on recent research in the fields of adult learning, cognitive development and teacher effectiveness. In addition there is a clearly defined field-based component which ensures that participating students put into practice what is learned in the program. The unifying theme of the program is the development of reflective thinking in students.



## Admission Requirements

Admission to the program is limited to active, certified teachers. Students must demonstrate required GRE and NTE scores and a basic undergraduate grade point average of 3.0, although special consideration will be extended to tenured teachers who otherwise demonstrate they are capable of completing the program. Persons interested in the program may secure information from Dr. Catherine Becker, Chapin Hall Room 215

## REQUIREMENTS FOR THE M.Ed. DEGREE

		Semester Hours
PHASE I		
CURR	530 Principles of Curriculum Development	3
ELRS	580 Learning: Process and Measurement	3
EDFD	521 Contemporary Educational Thought	3
EDFD	541 The School as a Social System	3
	TOTAL PHASE I .....	12
TRANSITION I		
COUN	559 Dynamics of Group Process	2
CURR	609 Transitional Seminar I	1
	TOTAL TRANSITION I .....	3
	CUMULATIVE TOTAL .....	15
PHASE II		
ELRS	503 Methods of Research	3
CURR	655 Professional Development Modules	4-8
	Specialization Courses	3-6
	TOTAL PHASE II .....	10-17
	CUMULATIVE TOTAL .....	25-32
TRANSITION II		
CURR	651 Transitional Seminar II	1
	CUMULATIVE TOTAL .....	26-33
PHASE III		
CURR	534 Strategies for Curriculum Change	3
CURR	670 Culminating Activity	5
	Specialization Courses	2-6
	TOTAL PHASE III .....	10-14
	CUMULATIVE TOTAL .....	36-47

# CURRICULUM AND TEACHING

## Course Descriptions

## Semester Hours

### **CURR 522 INNOVATIONS IN TEACHING 3**

New media and strategies, novel teaching rules, individualized instructional programs, classroom group dynamics and experimental school organizations. Team teaching utilized where feasible. The student prepares an innovation proposal.

Prerequisite: At least one year of teaching experience.

### **CURR 523 EDUCATION IN THE INNER CITY 3**

The urban school through the eyes of city youngsters, teachers and other educational personnel. Influences of social and economic forces: poverty, family patterns, ghetto mores, urban unrest, emergent minority leadership, school funding patterns, community agencies and school traditions. Evaluation of federal and other projects, innovative teaching and local action. Student prepares a proposal for improvement of an urban school situation.

### **CURR 530 PRINCIPLES OF CURRICULUM DEVELOPMENT 3**

Philosophic, social and economic forces in our society that have determined and will determine the pattern of curriculum in American education in the American public schools from K-12 grades. Accepted manner of designing such curricula and professional bodies and individuals who play leading roles in the process of curriculum design. Connection of community interest and power structures in society which are related to the professional decisions.

Prerequisite: 1½ years teaching experience.

### **CURR 531 CURRICULUM CONSTRUCTION IN THE ELEMENTARY SCHOOL 3**

Reviewing and bring up to date basic curriculum development concepts; curriculum construction in a modern elementary school; creating an elementary school curriculum in a specific field for one or more grade levels.

Prerequisite: CURR 530.

### **CURR 533 CURRICULUM CONSTRUCTION IN THE SECONDARY SCHOOL 3**

Secondary school curriculum and the needs of a changing civilization. Effective means of curriculum construction.

Prerequisite: CURR 530.

### **CURR 534 STRATEGIES FOR CURRICULUM CHANGE 3**

Principles and concepts from sociology, social psychology, educational administration and curriculum applied to education. Opportunity to develop change strategies for particular field settings.

Prerequisite: One and one-half years of successful teaching experience under certification.

### **CURR 537 THE STUDY OF TEACHING AND CURRICULUM 3**

The teaching process, the varieties of teaching models and metaphors, underlying philosophical considerations and the relationship between teaching and learning outcomes.

Prerequisite: Three years of teaching experience.

**CURR 545 THEORY AND PRACTICE OF TEACHING THE BILINGUAL CHILD 3**

Methodology, and teaching the bilingual student in content areas, i.e., social studies, language arts, mathematics and science. Special emphasis is given to the evaluation of methodology, and to instructional materials available for bilingual students. Attention will also be given to the study of operational programs with (as far as practicable) visitation and observation.

Prerequisite: Required for bilingual education.

**CURR 546 EDUCATION FOR THE GIFTED AND TALENTED 3**

Course will focus on the components necessary for planning and implementing program for gifted and talented students: definition and identification procedures, alternative organizational patterns, curriculum design, instructional strategies and materials, teacher selection and program evaluation.

Prerequisite: Educational Psychology.

**CURR 550 MICROCOMPUTERS IN CURRICULUM AND CLASSROOM TEACHING 3**

The course is designed to develop in teachers skills and knowledge which will help them use computers in their teaching. The skill areas are those involving word processing, data base management, and test construction. The knowledge areas include software evaluation and methods of computer based instruction-tutorials, drill and practice, simulations, games and tests.

**CURR 600 M.A.T. SEMINAR: RELATING INSTRUCTIONAL THOUGHT AND PRACTICES 3**

Seminar course providing in-depth study of selected topics related to current classroom problems based on sound educational theory and practice. The comprehensive examination for the M.A. (major in teaching) will be based on this course.

Prerequisite: Completion of 30 semester hours in M.A.T. program.

**CURR 609 TRANSITIONAL SEMINAR I 1**

This course provides participants with an opportunity to integrate major content of Phase I and set goals for remainder of program.

Prerequisites: Phase I courses for M.Ed., matriculation in program (M.Ed.).

**CURR 610 INDEPENDENT STUDY IN CURRICULUM AND TEACHING 1 - 3**

An opportunity for practicing teachers to develop and implement curricula under the guidance of curriculum development specialist. Student should discuss proposal with a faculty sponsor in the department of Curriculum and Teaching and secure permission prior to registration. Especially appropriate for teachers involved in "T&E" planning.

Prerequisite: CURR 530 Principles of Curriculum Development.

**CURR 635 RESEARCH SEMINAR IN CURRICULUM CONSTRUCTION 3**

Individual advanced work in curriculum construction. Admission upon approval of the instructor.

Prerequisites: CURR 530 and 531, or 532, or 533.



**CURR 651 TRANSITIONAL SEMINAR II** **1**

Building upon the work of Transitional Seminar I, students design a plan for their culminating activity, which will be implemented as the final stage of the M.Ed. program.

Prerequisites: All Phase I, Phase II and Transitional I courses for M.Ed. program.

**CURR 654 PROFESSIONAL DEVELOPMENT MODULES I** **4**

The Professional Development Modules provide an individualized learning experience for M.Ed. students through which they demonstrate and/or develop their competency in areas deemed critical for all effective teachers. The specific competency areas will change as research further enhances our understanding of teaching and learning. M.Ed. candidates must master the competencies required at the time they enroll in the course. Credit varies from 4–8 credits depending upon how long it takes to develop and demonstrate required mastery.

Prerequisites: All Phase I courses, CURR 609, COUN 559, and 4 ELRS 503.

**CURR 655 PROFESSIONAL DEVELOPMENT MODULES II** **4**

The Professional Development Modules provide an individualized learning experience for M.Ed. students through which they demonstrate and/or develop their competency in areas deemed critical for all effective teachers. The specific competency areas will change as research further enhances our understanding of teaching and learning. M.Ed. candidates must master the competencies required at the time they enroll in the course. Credit varies from 4–8 depending upon how long it takes to develop and demonstrate required mastery.

Prerequisites: All Phase I courses, CURR 609, COUN 559, and 4 0824 503.

**CURR 670 CULMINATING ACTIVITY** **5**

This is the final course of the M.Ed. program. Each teacher is responsible for implementing, at a field site, the activity he/she planned in Transitional Seminar II, and then evaluating and disseminating the results.

Prerequisites: All Phase I, II and III courses and all Transition I and II courses.

**INSTITUTE FOR THE ADVANCEMENT  
OF PHILOSOPHY FOR CHILDREN**

**Course Descriptions**

**Semester  
Hours**

**PHLC 510 TEACHING PHILOSOPHICAL THINKING I  
AND II** **6**

This course aims to acquaint prospective teachers with reasoning skills that are employed in everyday conversation, reading, listening, and writing so as to prepare teachers to encourage children in the use of such skills. Course represents a range of inquiries which in traditional philosophy would be known as philosophy of language, metaphysics, aesthetics, ethics, philosophy of science, and epistemology. However, this content has been reconstructed to make it accessible to children.

**PHLC 511 TEACHING PHILOSOPHICAL THINKING III** **3**

The aim of this course is to assist prospective teachers to operationalize reasoning skills and to utilize certain aspects of philosophy of language, aesthetics, and epistemology for the enhancement of writing skills.

Prerequisite: PHLC 510.

**PHLC 512 VALUE THINKING SKILLS FOR CHILDREN 3**

Prospective teachers are introduced to the techniques by which reasoning can deal with moral issues in the objective and impartial fashion known as ethical inquiry for children.

**PHLC 513 SOCIAL THINKING SKILLS FOR CHILDREN 3**

This course will enable prospective teachers who have already taken the foundational course in philosophy for children to teach children to apply basic reasoning skills to the social studies. The program, therefore, represents an integration of philosophy, logic and the social sciences. It is also a way of presenting the social studies as a discussion course in which the conceptual foundations of the behavioral sciences are reviewed and appraised.

Prerequisites: PHLC 510, 511.

**PHLC 614 SCIENTIFIC THINKING SKILLS FOR CHILDREN: METHODS OF RESEARCH 3**

This course helps prospective teachers understand some of the ways in which thinking skills can be applied to basic concepts in the physical sciences. It, therefore, focuses upon the intersection between philosophy of science, scientific methodology, and educational research.

**PHLC 615 REASONING FOR THE DISADVANTAGED 3**

Students will consider problems of cognitive functioning of disadvantaged children, especially in urban area. Attention will be given to children with learning disabilities. Special attention will be given to problems of linguistic interaction specific to the inner city and to identification of the educational and social factors responsible for lagging cognitive performance in the schools.



# EDUCATIONAL FOUNDATIONS

*Chairperson: Dr. Thunder Haas*

The Department of Education Foundations has the dual responsibility of serving and improving established educational programs while meeting new and critical needs of society through philosophic and sociological theory, comparative study, and administration of new, innovative programs. In keeping with these professional responsibilities, the department offers foundations courses for the preparation of professional public school educators, and at the same time satisfies specialized demands emanating from social, political, ethnic and cultural problems.

## EDUCATIONAL FOUNDATIONS

Course Descriptions	Semester Hours
<b>EDFD 520 DEVELOPMENT OF EDUCATIONAL THOUGHT</b> Intensive study of philosophic assumption from classical to modern schools of thought as they relate to educational theory and practice. Realism, idealism, and naturalism with emphasis upon significant contributions from Plato, Aristotle, Epicurus, Locke, Rousseau, Aquinas and others will be analyzed in light of current issues.	<b>3</b>
<b>EDFD 521 CONTEMPORARY EDUCATIONAL THOUGHT</b> Critical evaluation of schools of philosophy which have contributed to educational thought in modern times; pragmatism, progressivism, existentialism, perennialism, reconstructionism, and other. Current trends and problems; principles underlying educational theory and practice.	<b>3</b>
<b>EDFD 522 PRAGMATISM IN EDUCATION</b> An intensive study of the doctrines and principles developed in the writings of John Dewey and his followers, with special reference to critical issues in education today. Instruction into pragmatic thought through the writings of Dewey, Pierce, and James, and the implications of this philosophy studied through the works of Kilpatrick, Counts, Bode, Childs, Bramald, and others.	<b>3</b>
<b>EDFD 523 EXISTENTIALISM IN EDUCATION</b> Existential motifs in Satre, Kierkegaard, Nietzsche, Heidegger, Buber and Camus with emphasis on the implications for educational aims, curricula, methods and values. Works of Morris, Kneller, Greene and Harper, who have begun to define existentialism for education today.	<b>3</b>
<b>EDFD 530 FOUNDATIONS OF BILINGUAL/BICULTURAL EDUCATION</b> Survey and introduction to bilingual schooling in the U.S. with special reference to historical backgrounds; typology and definitions; programs, practices, and staff development; overview of court decisions and legislation affecting bilingual education.	<b>3</b>



**EDFD 532 INTERPERSONAL RELATIONS BILINGUAL CHILDREN 3**

Survey and analysis of interpersonal relations of Puerto Rican children, including examination of cultural life style, psycho-social development, family socialization process and self-identity, and economic situation, to enable the teacher of Hispanic-American students to deal effectively, constructively, and empathetically with them.

**EDFD 540 SOCIAL FORCES AND EDUCATION 3**

Examination of various facets of society that have impact of the educational system; economic, political, social, ethnic and religious forces as they relate to problems of educational systems. Field studies included.

**EDFD 544 SOCIAL CLASS AND EDUCATION 3**

Social, ethnic and racial customs as they relate to class structure and educational values. Traditions of various social groups and their effect on American education.

**EDFD 545 POLITICAL FORCES AND EDUCATION 3**

Influences of the political structure and the educational system on each other. Specific roles played by education and educational leaders in government bodies at various levels.

**EDFD 548 CRUCIAL ISSUES IN AMERICAN EDUCATION 3**

A study of the origin, development, and status of very specific crucial issues in the field of education; equal opportunity for education, racial integration, and education; federal aid to education; compensatory education and socio-economic deprivation; affirmative action and civil rights legislation.

**EDFD 581 FOUNDATIONS OF REFLECTIVE EDUCATION 3**

Attention will be given to the basic technique of forming classroom communities of inquiry through the study of the broad historical tradition of educational philosophy from Plato to Passmore. Particular attention will be given to philosophers who have dealt with the nature of reflection, thinking skills, ethical inquiry, pedagogical methods, children's rights, dialogue, community, personhood, and the general aims of education.

**ELRS 503 METHODS OF RESEARCH 3**

Theory and methods of historical, descriptive, and experimental research; formulation of a research problem; use of bibliographical sources and reference materials; statistics and measurement in research; types and instruments of research; data collection, and analysis. Writing the research report, and career opportunities in research.

**ELRS 578 TESTING AND EVALUATION 3**

Principles and practices of educational and psychological testing and evaluation relevant to professionals in human services, communication sciences and disorders, education, and related fields. Historical/philosophical orientation; place of testing in instructional and remedial programs; statistical concepts underlying measurement; validity, reliability, response set; construction of tests and measurement instruments; evaluation and interpretation of testing data; use and misuse of testing data; reporting data to students, parents and colleagues; critical analyses of selected standardized intelligence, ability and personality tests; experimental tests and measurement instruments. Course project geared to individual student needs.

**ELRS 580 LEARNING: PROCESS AND MEASUREMENT 3**

Study of the learning process and its measurement as it applies in the classroom- and non-school settings.

**ELRS 603 SEMINAR IN RESEARCH 3**

Carry out a research project-historical, descriptive, or experimental in nature-culminating in a written report.

Prerequisite: ELRS 503 or equivalent course.

**ELRS 650 INDEPENDENT STUDY IN EDUCATIONAL RESEARCH AND EVALUATION 1-3**

Designed for individuals who, in consultation with advisor, wish to undertake an in-depth analysis of a specific research problem.

Prerequisite: Permission of advisor.

## **ENGLISH AND COMPARATIVE LITERATURE**

*Chairperson: Dr. Alyce Miller*

*Graduate Advisor: Dr. Naomi C. Liebler*

In the master's program in literature, the student will study individual authors and their works intensively, while developing a broader understanding of literary periods, themes, and types. Students are expected to demonstrate the ability to participate in sophisticated scholarly discourse, both orally and in writing. Within the total 33 semester hours of course work, one of four concentrations may be chosen: British literature to 1745; British literature 1745 to the present; American literature; or comparative literature. In addition, courses are offered in such special topics as the film, and the teaching of composition, literature, and basic writing.

The program serves as continuing training for in-service teachers and as preparation for doctoral-level work, as well as intellectual enrichment for students who wish to develop a deeper understanding of literature for its own sake. A significant number of M.A. graduates have, in recent years, gone on to the doctoral programs at major universities. Others have found the program to be both useful and enhancing to careers in business and government.

### **ADMISSION REQUIREMENTS**

Candidates for matriculation in the Master of Arts program of this department must show a B average or better in their undergraduate work and a score of not less than 500 (Verbal) on their Graduate Record Examinations. Most applicants will have majored in literature (English, comparative, or foreign) at the undergraduate level. However, students with strong academic credentials may apply even if they do not have the recommended background in literature. The graduate advisor will interview each candidate for the program regarding his or her scholastic record and intellectual or professional goals.

# REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ENGLISH AND COMPARATIVE LITERATURE

**Semester  
Hours**

- I. Distribution of course work
  - A. British and American Literature
    1. Seminar in Literacy Research (to be taken near the beginning of the program) ..... 3
    2. Thesis Writing (to be taken at the end of the program) ..... 3
    3. A concentration in one of three major areas as follows: ..... 9
      - a. British literature to 1745
      - b. British literature from 1745 to the present
      - c. American literature
    4. To be distributed evenly among the remaining two major areas and the area of comparative literature ..... 9
    5. Electives ..... 9

Minimum: 33 semester hours
  - B. Comparative Literature. In cooperation with other divisions in the School of Humanities and Social Sciences, the department offers students who have superior command of a foreign language (usually French or Spanish) the opportunity to concentrate in comparative literature.
 

Courses are focused on the interrelationships among literatures. Significant authors, ideas, movements, and literary types in different ages and cultures are selected for comparison. (N.B: Comparative literature courses, prefixed ENLT, are open to all students, regardless of their concentration. Lectures and readings are in English.)

    1. Seminar in Literary Research (to be taken near the beginning of the program) ..... 3
    2. Thesis Writing (to be taken at the end of the program) ..... 3
    3. A concentration in comparative literature ..... 9
    4. French or Spanish literature ..... 9
    5. To be distributed evenly among the three major areas of British and American literature ..... 9

Minimum: 33 semester hours
- II. Foreign Language Requirement
 

Students must demonstrate a reading knowledge of a foreign language, either by passing a written examination or by earning a grade of B in French as a Research Tool (FREN 500), before taking the comprehensive examination or registering for Thesis Writing. Examinations normally will be given in French, German, Russian, Italian, or Spanish. Other languages may be offered with the approval of the department. Students concentrating in comparative literature will receive approval of the language of their primary area of study.



The foreign language examination is given on the last Saturdays of February and September. French as a Research Tool is offered whenever there is a sufficient number of interested students, usually every other year. Students who wish to take the course should notify the graduate advisor.

### III. Comprehensive Examination

All candidates for the master's degree must pass a three-hour written comprehensive examination. The examination is designed to test critical ability and familiarity with major works of British, American, and foreign literature as well as selections in literary criticism. Students must complete at least one-half of their course work and satisfy the foreign language requirement before taking the comprehensive examination, and must pass the examination before registering for Thesis Writing.

The comprehensive examination is based on a reading list compiled by a committee of graduate faculty. The list includes the four major areas of literary study (see Distribution of Course Work, above). In the semester before taking the examination, students should inform the graduate advisor of their intentions. The reading list will be sent to them early in the semester preceding the one in which the exam will be taken.

The comprehensive examination is given on the last Saturdays of March and October.

## ENGLISH AND COMPARATIVE LITERATURE

### Course Descriptions

#### BRITISH LITERATURE TO 1745

#### Semester Hours

#### ENGL 505 CHAUCER

3

An intensive study of the *Canterbury Tales* and other works against their literary and social backgrounds, with special attention to Chaucer's language and to the procedures of Chaucerian scholarship. No previous study of Middle English is required.

#### ENGL 508 SHAKESPEARE STUDIES: TRAGEDIES

3

Shakespeare's tragic drama against a background of classical and medieval theories of tragedy, and in relation to the practice of his contemporaries. Consideration is given to Shakespeare's use of plot sources and to Elizabethan theories of rhetoric.

#### ENGL 509 SHAKESPEARE STUDIES: COMEDIES

3

Shakespeare's comic art in the light of comic theory and practice from Aristotle to the present. Areas of analysis include Shakespeare's use of Roman and native English comedy, his language, characters, and sources, and the traditions of Shakespearean criticism.

#### ENGL 510 SHAKESPEARE STUDIES: HISTORIES

3

A study of the ten English history plays. Shakespeare's use of historical sources and variations from historical fact are examined carefully. Attention is given to scholarship, criticism, and production of the history plays.

**ENGL 511 ELIZABETHAN AND JACOBAN DRAMA 3**

A comprehensive view of the period of the apex of English drama, from 1550 to the closing of the theaters in 1642. Major works by Elizabethan and Jacobean dramatists other than Shakespeare are studied in the light of medieval English drama and the new renaissance theories of Shakespeare's contemporaries. Attention is given to changes in subject matter, tone, dramaturgy, and staging during the latter part of the period.

**ENGL 512 RENAISSANCE LITERATURE I: PROSE 3**

Major prose writers of the sixteenth century, including Erasmus, More, Castiglione, Sidney, Lyly, Nashe, and Hooker. Attention is given to the development of satire, romance, the picaresque, and utopian fiction.

**ENGL 513 RENAISSANCE LITERATURE II: POETRY 3**

A study of English poetry of the sixteenth century, a period of major changes. The principal focus is on poets who contributed to the development of the English lyric (Wyatt, Surrey, Raleigh, Sidney, Shakespeare). The unique poetry of Edmund Spenser, particularly *The Faerie Queene*, is also examined.

**ENGL 515 SEVENTEENTH CENTURY LITERATURE: POETRY 3**

The poetry of Donne, Jonson, Herbert, Marvell, and Milton, supplemented by historical and intellectual background and by selections from the work of Vaughan, Traherne, Crashaw, Herrick, Suckling, Lovelace, Carew, and Cowley. Stylistic categories such as the metaphysical, the classical, and the meditative are considered in the light of a close critical analysis of the major poetry.

**ENGL 516 SEVENTEENTH CENTURY LITERATURE: PROSE 3**

English prose between the Elizabethan period and the age of Queen Anne, including the development of prose style and the origins of the short narrative, of scientific writing, and of modern literary criticism. Authors include Milton, Pepys, Bunyan, Walton, Burton, Bacon, Brown, and Aubrey.

**ENGL 518 MILTON 3**

*Paradise Lost*, *Paradise Regained*, *Samson Agonistes*, and some of the minor works are analysed intensively. Styles, themes, and techniques are considered in the light of Milton's life and the political and religious controversies of his times. The poetry is studied also in terms of its relation to Milton's Italian and classical models, his Elizabethan masters, and his contemporaries.

**ENGL 521 THE AUGUSTAN AGE 3**

The literature of the Restoration and early eighteenth century in its cultural contexts. Topics include criticism and aesthetics, satire, and new nature poetry, and the relationship between literary forms and philosophical and critical ideas. Emphasis on the works of Dryden, Swift, Pope, Gay, Addison and Steele, and Thomson.

**ENGL 597 INDEPENDENT STUDY IN BRITISH LITERATURE 3**

The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars. Permission of the graduate program coordinator and of the project supervisor is required before registration.

## BRITISH LITERATURE 1745 – PRESENT

- ENGL 525 THE ENGLISH NOVEL FROM DEFOE TO AUSTEN 3**  
The rise of the English novel and its various traditions: comic, realistic, satirical, psychological, and Gothic. Authors include Defoe, Richardson, Fielding, Smollett, Sterne, and Austen.
- ENGL 529 BRITISH ROMANTICISM I: WORDSWORTH AND COLERIDGE 3**  
The poetry of the two most important writers of the first generation of the Romantic movement in England. Emphasis is placed on the significance of their poetry in terms of the poets' own personal experience and in the context of the age of democratic and industrial revolution.
- ENGL 530 BRITISH ROMANTICISM II: BYRON, SHELLEY, AND KEATS 3**  
The major works of the second-generation Romantics are studied in relation to the experience of their lives and the movements of their time. Attention is given also to their letters and critical writings.
- ENGL 531 VICTORIAN STUDIES I: PROSE 3**  
The responses of the major prose writers of the period to such issues as the rise of a large working class, the sudden growth of cities, demands for political freedom, and the promises and threats of science. The problems of establishing an aesthetic of non-fiction prose are also considered. Works by Carlyle, Mill, Arnold, Macaulay, Huxley, Newman, Pater, and Wilde.
- ENGL 532 VICTORIAN STUDIES II: NOVEL 3**  
The Victorian novel in its historical and cultural contexts, with emphasis on the responses of the most vital art form of the age to the unprecedented changes in English life that took place during the era. Works by Thackeray, Trollope, Dickens, the Brontës, Eliot, and others.
- ENGL 533 VICTORIAN STUDIES III: POETRY 3**  
The course concentrates on the major mid-Victorian poets, Tennyson, Browning, and Arnold, and to a lesser extent on their successors among the pre-Raphaelites, the aesthetes, and the rhymers.
- ENGL 535 HARDY, JOYCE, AND LAWRENCE 3**  
An examination of the fiction of these three writers with special attention to the ways in which their work illuminates the transition to modern fiction, demonstrates the relation between literary consciousness and society, and illustrates the cultural phenomenon of the artist repudiated by society.
- ENGL 540 THE MODERN BRITISH NOVEL 3**  
Innovations in characterization, narrative technique, and theme under the impact of major twentieth-century political, economic, and cultural developments. Works by Forster, Huxley, Waugh, Orwell, Greene, Amis, Murdoch, Lessing, and others.



**ENGL 542 THE IRISH RENAISSANCE 3**

The Irish contribution to twentieth-century literature and aesthetic theory, specifically to that brand of experimentation, individualism, and internationalism associated with the idea of the modern. Special attention to W.B. Yeats, James Joyce, J.M. Synge, Sean O'Casey, and Frank O'Connor.

**ENGL 597 INDEPENDENT STUDY IN BRITISH LITERATURE 3**

The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars. Permission of the graduate program coordinator and of the project supervisor is required before registration.

**AMERICAN LITERATURE**

**ENGL 550 STUDIES IN EARLY AMERICAN LITERATURE 3**

All major and several minor American writers of the seventeenth and eighteenth centuries are studied within several contexts: literary, religious, philosophical, and political. Topics include the development of American literature 1620-1800; the effects of puritanism and deism; the concept of the American Dream; the originality of the founding fathers; and the extent to which modern American literature and culture reflect the colonial heritage.

**ENGL 552 AMERICAN POETRY TO 1912 3**

The continuity of American poetry as a national body of literature, with distinctively American themes, subjects, techniques, and critical theories; the shaping influences of English and Continental writers; and the impact of American poets on their European contemporaries. Particular emphasis on Poe, Whitman, Emerson, Melville, Dickinson, Crane, and Robinson.

**ENGL 555 AMERICAN ROMANTICISM 3**

An exploration of the Romantic movement in America with particular emphasis on transcendentalism. Works by Emerson, Thoreau, Whitman, Irving, Cooper, and Bryant.

**ENGL 556 POE, HAWTHORNE, AND MELVILLE 3**

An intensive examination of the writings of the three "Dark Romantics" of the American Renaissance, set against their biographical backgrounds and the literary and historical contexts in which they worked.

**ENGL 557 AMERICAN REALISM 3**

The development of American realistic fiction, with emphasis on the works of Twain, Howells, and James in relation to their literary heritage and to their social milieu.

**ENGL 560 MODERN AMERICAN FICTION 3**

After a brief examination of late nineteenth-century realism, the major writers of the twentieth century (up to World War II) are studied with special attention to the critical attitudes of the period and to related scholarship. Authors include Dreiser, Stephen Crane, Sherwood Anderson, Hemingway and Faulkner.

**ENGL 561 MODERN AMERICAN POETRY****3**

Beginning with background material on late nineteenth-century poetry, the course examines selected major modern poets. The changing scene in modern poetry is noted, and the reading of contemporary poets is included. Worked by Hart Crane, Hilda Doolittle, T.S. Eliot, Robert Lowell, Ezra Pound, Wallace Stevens, and others.

**ENGL 563 RECENT AMERICAN FICTION****3**

Fiction of approximately the last thirty years in the context of American culture and the traditions of American fiction. The course analyzes the characteristics of theme, technique, and sensibility that form the basis of a writer's response to the ambiguities of life in the contemporary world. Works by Bellow, Mailer, Roth, Oates, Updike, Didion, O'Connor, Walker, Godwin, Brautigan, Ellison, Baldwin, and others.

**ENGL 564 AMERICAN DRAMA****3**

The major American playwrights, such as Eugene O'Neill, Thornton Wilder, Arthur Miller, and Tennessee Williams, are placed in the perspective of their contemporaries and of traditions of the American stage.

**ENGL 598 INDEPENDENT STUDY OF AMERICAN LITERATURE****3**

The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars. Permission of the graduate program coordinator and of the project supervisor is required before registration.

**COMPARATIVE LITERATURE****ENLT 512 LITERARY CRITICISM TO 1800****3**

Plato, Aristotle, Horace, Longinus, and their imitators and interpreters in the medieval, renaissance, and neoclassical periods are studied for those ideas about the nature and value of literature which have been influential in our culture. Considerable attention is given to relating the critical works to the history, art, and principal writings of each period.

**ENLT 513 LITERARY CRITICISM FROM 1800 TO THE PRESENT****3**

The break from classical theory (notably by the Romantics) and the search principally in our own day, for new definitions of the nature and function of literature. Throughout the course, critical theory is related to the history, art, and principal writings of each period.

Prerequisite: ENLT 512 or instructor's permission.

**ENLT 535 THE ENLIGHTENMENT IN EUROPE****3**

A comparative study of literature and ideas in eighteenth-century Europe, focusing on English, French, and German literature, with some attention to Italian and Spanish. Major literary and philosophical trends are analyzed, including the rational and satirical attack on traditional values and the current of "sensibility" which stressed the powers of the emotions and the senses. Works by Swift, Voltaire, Fielding, Diderot, Johnson, Rousseau, Prevost, Goethe, Lessing, and others.

**ENLT 565 IBSEN, STRINDBERG, AND SHAW 3**

Intensive study of three great modern playwrights with an emphasis on dramatic theory and criticism, social context, and literary/theatrical values.

**ENLT 570 THE MODERN NOVEL 3**

Selected works by European, English and Latin American masters, illustrating the evolution of the novel during the twentieth century. Works by James, Proust, Kafka, Dos Passos, Woolf, Gide, Mann, Hesse, Stein, Beckett, and others.

**ENLT 571 TRENDS IN THE CONTEMPORARY NOVEL 3**

A study of eight to twelve novels written since 1950 in English, French, German, Spanish, and Italian. The selections will be distributed evenly among the languages. Emphasis will be upon literary trends common to the contemporary novel regardless of the language in which it is written. Representative authors include Fowles, Ellison, Cortazar, Garcia Marquez, Goytisolo, Sollers, Duras, Böll, Frisch, and Moravia.

**ENLT 572 MODERN MOVEMENTS IN THE ARTS:  
FUTURISM THROUGH SURREALISM 3**

A comparative and interdisciplinary course in the theory and practice of modernism in literature, music, and the visual arts in Europe, the U.S., and Latin America. The specific objectives are to explore the origins, the development and the influence of four major movements in the modern arts: Futurism, Expressionism, Dada, and Surrealism.

**ENLT 577 FILM STUDIES 3**

On a rotating basis, different cultural, historical, and aesthetic aspects of American, British, or world film will be examined. See current announcement. Students may repeat Film Studies so long as the topic is different each time.

**ENLT 599 INDEPENDENT STUDY IN COMPARATIVE  
LITERATURE 3**

The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars. Permission of the graduate advisor program coordinator and of the project supervisor required before registration.

## **ENGLISH EDUCATION**

**ENGL 581 TEACHING WRITING 3**

In a workshop format, secondary school and college teachers of writing explore current theory and practice in the teaching of writing. Participants develop instructional materials based on sound theory.

**ENGL 582 TEACHING BASIC WRITING 3**

The basic writer has severe difficulties with the language, conventions, and mechanics of academic writing and is therefore usually placed in "remedial" courses in high school and college. This course explores the social, educational, and linguistic causes of these students' problems, and helps secondary school and college teachers to develop a coherent approach to basic writing instruction. In the course of the semester, the teachers also create and share practical teaching techniques.



## SEMINARS

- ENGL 600 SEMINAR IN BRITISH LITERATURE 3**  
Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. Students may repeat the British seminar so long as the topic is different each time.
- ENGL 601 SEMINAR IN AMERICAN LITERATURE 3**  
Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. Students may repeat the American seminar so long as the topic is different each time.
- ENLT 602 SEMINAR IN COMPARATIVE LITERATURE 3**  
Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. Students may repeat the comparative seminar so long as the topic is different each time.

## WRITING SEMINAR

- ENWR 590 GRADUATE WRITING SEMINAR 3**  
Developing writing skills in one or more of the following: essay, business report, technical report, scholarly research, autobiography, fiction, drama, poetry. Prerequisites: Submission of writing samples and instructor's permission.

## REQUIRED COURSES

- ENGL 605 SEMINAR IN LITERARY RESEARCH 3**  
Instruction and practical experience in such areas as reference sources, textual study, kinds of criticism, and the basics of editing. Recommended for the first or second semester of graduate study.
- ENGL 606 THESIS WRITING 3**  
Working closely with a research advisor, the student conducts a scholarly investigation and completes an acceptable master's thesis.

# ENVIRONMENTAL, URBAN AND GEOGRAPHIC STUDIES

*Program Director: Dr. David K. Robertson*

*Graduate Advisor: Dr. W. Augustus Rentsch*

The Master of Arts degree in Environmental Studies offers concentrations in Environmental Education, Environmental Health, Environmental Management, and Environmental Science. Each of these concentrations is designed for professional careers. Environmental Education serves the needs of teachers; Environmental Health serves the need of health professionals; Environmental Management serves government and business leaders; and Environmental Science serves industry. The program is administered by the Department of Environmental, Urban and Geographic Studies. The facilities of the New Jersey School of Conservation, operated by the College at Stokes State Forest, are available as an additional resource for the study of the natural environment.

# ADMISSION REQUIREMENTS

The requirements established for all graduate studies and for matriculation of the College will be followed in respect to this program. Students with weak undergraduate preparation for environmental studies will be required to complete prerequisite courses at the undergraduate level and/or appropriate graduate level.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ENVIRONMENTAL STUDIES

(minimum 32-33 semester hours)

### CONCENTRATION IN ENVIRONMENTAL EDUCATION

			Semester Hours
I.	Required Courses		21
	ELRS	503 Methods of Research (must be taken within first two semesters)	3
	ENVR	508 Environmental Problem Solving	3
	ENVR	509 Environmental Change and Communication	3
	BIOL	570 Ecology	3
		or	
	CNFS	505 Society and Natural Environment	3
	ENVR	550 Environmental Education	3
	CNFS	500 Curriculum Development in Environmental Education (a field practicum)	3
II.	Required Research Option		6
	Option A		
	ENVR	697 Thesis	6
	Option B		
	CURR	534 Strategies for Curriculum Change	3
	ENVR	695 Research Project in Environmental Studies	3
III.	Required Electives		6
	BIOL	430 Field Ornithology	3
	BIOL	431 Entomology	3
	BIOL	521 Field Studies of Flowering Plants	3
	BIOL	523 Mycology	3
	EDFD	540 Social Forces and Education	3
	CURR	534 Strategies for Curriculum Change	3
	HLTH	532 Air Pollution	3
	CNFS	460 Practicum in Environmental Education	3
	CNFS	495 Workshop on Utilizing Natural Environments	1
	CNFS	496 Field Studies in Social Studies and Natural Science	1
	CNFS	497 Field Studies in Humanities and Outdoor Recreation	1
	CNFS	501 Outdoor Teaching Sites for Environmental Education	3
	CNFS	502 American Heritage Skills	3
	CNFS	503 Humanities and the Environment	3
	CNFS	504 Field Techniques for Teaching the Humanities	3

ANTH	534	Anthropology and Education	3
INDS	497	Historical Restoration	1-9
EUGS	509	Water Resource Management	3
ENVR	409	Legal Aspects of Environmental Law	3
ENVR	531	Independent Study in Environmental Studies	1-4
ENVR	551	Natural Resource Management	3
SOCI	565	Sociology of Youth	3
IV.	Comprehensive Examination		

## CONCENTRATION IN ENVIRONMENTAL HEALTH

I.	Required courses		18
	BIOL	570 Ecology	3
	HLTH	502 Determinants of Environmental Health	3
	ENVR	508 Environmental Problem Solving	3
	ENVR	509 Environmental Change and Communication	3
	HLTH	603 Research Project in Health	3
II.	Required electives		12
	A minimum of 6 semester hours from elective areas A and B each		
	A. Health Services Area		
	HLTH	500 Health Aspects of Family Living	3
	HLTH	516 Selected Developments in Community Health	3
	HLTH	528 Evaluation in Health	3
	HLTH	530 Seminar in Basic Issues in Health	3
	HLTH	531 Independent Study in Health	3
	HLTH	535 History and Foundations of Health I	3
	HLTH	536 History and Foundations of Health II	3
	HLTH	565 Foundations of Epidemiology	3
	B. Life Sciences Area		
	HLTH	531 Independent Study in Health	3
	HLTH	532 Air Pollution	3
	BIOL	515 Radiation Biology	4
	BIOL	531 Medical Parasitology	3
	BIOL	540 Comparative Human Anatomy	4
	BIOL	543 Comparative Immunology	3
	BIOL	553 Microbial Ecology	4
	CS&D	539 Environmental Noise	3
	EUGS	509 Water Resource Management	3
III.	Electives		3
IV.	Comprehensive Examination		

## CONCENTRATION IN ENVIRONMENTAL MANAGEMENT

I.	Required Courses		15
	BIOL	570 Ecology	3
	ENVR	508 Environmental Problem Solving	3
	ENVR	509 Environmental Change and Communication	3
	EUGS	521 Research Methods and Techniques	3
	ENVR	610 Seminar: Environmental Management	3
II.	Required Electives		12
	A minimum of 6 semester hours from elective areas A and B each		



A. Scientific Data and Concepts Area		
HLTH	502	Determinants of Environmental Health ..... 3
CS&D	539	Environmental Noise ..... 3
CHEM	411	Water Analysis and Purification ..... 3
GEOS	525	Environmental Geoscience ..... 3
GEOS	558	Coastal Geomorphology ..... 3
PSYC	556	Environmental Psychology ..... 3
ANTH	411	Archeological Field Methods ..... 3
EUGS	405	Computer Mapping ..... 3
ENVR	409	Environmental Law ..... 3
ENVR	531	Independent Study in Environmental Studies ..... 1-4
B. Policy-making, Analysis and Management Area		
PSYC	553	Urban Psychology ..... 3
ECON	501	Economic Analysis ..... 3
ECON	508	Economics of Public Management ..... 3
ECON	510	Urban Economics ..... 3
EUGS	501	Air Resource Management ..... 3
EUGS	505	Human Environment ..... 3
EUGS	509	Water Resource Management ..... 3
EUGS	513	Waste Management ..... 3
EUGS	550	Urban Studies and Policy Analysis ..... 3
ENVR	531	Independent Study in Environmental Studies ..... 1-4
ENVR	537	Natural Resource Management ..... 3
III.	Electives ..... 6	
IV.	Comprehensive Examination	

### CONCENTRATION IN ENVIRONMENTAL SCIENCE

I.	Required courses ..... 15	
BIOL	570	Ecology ..... 3
HLTH	502	Determinants of Environmental Health ..... 3
GEOS	525	Environmental Geoscience ..... 3
GEOS	575	Geochemistry ..... 3
GEOS	628	Seminar: Environmental Graphics ..... 3
II.	Required Electives ..... 12	
A minimum of 6 semester hours from elective areas A and B each		
A. Bio-ecology Area		
BIOL	430	Field Ornithology ..... 3
BIOL	467	Marine Biology of the Fishes ..... 4
BIOL	521	Field Studies of Flowering Plants ..... 4
BIOL	522	Plant Pathology ..... 3
BIOL	531	Medical Parasitology ..... 3
BIOL	532	Insect Ecology and Behavior ..... 3
BIOL	543	Comparative Immunology ..... 3
BIOL	550	Topics in Microbiology ..... 4
BIOL	553	Microbial Ecology ..... 4
BIOL	571	Physiological Plant Ecology ..... 4
BIOL	572	Ecology of the Estuary ..... 4
BIOL	573	Benthic Ecology ..... 4
BICL	505	Bacteriological Techniques in Marine Sampling ..... 2
PHMS	565	Tidal Marsh Ecology ..... 4

## B. Physical Environment Area

HLTH	532	Air Pollution	3
CS&D	539	Environmental Noise	3
CHEM	411	Water Analysis and Purification	3
CHEM	570	Advanced Biochemistry	3
GEOS	530	Paleoecology	3
GEOS	537	Biostratigraphy of New Jersey	3
GEOS	558	Coastal Geomorphology	4
GEOS	560	Advanced Marine Geology	3
GEOS	571	Geophysics	3
GEOS	573	Nuclear Geophysics	3
EUGS	509	Water Resources	3

## III. Comprehensive Examination

### Note:

1. Electives for all these concentrations may be added by the college. The advisor should be contacted before any are selected by the student.
2. It is the student's responsibility to file for the comprehensive examination with the departmental advisor. At that time, information will be given concerning the nature and scope of the examination.

# ENVIRONMENTAL, URBAN AND GEOGRAPHIC STUDIES

## Course Descriptions

## Semester Hours

### **EUGS 501 AIR RESOURCE MANAGEMENT 3**

Spatial distribution of energy in the atmosphere treated in terms of natural factors and man's induced changes (atmospheric pollution). Incoming sun energy as modified by man is traced through the atmosphere, vegetation, soil and water.

### **EUGS 504 PRO-SEMINAR 3**

Research on selected problems which will vary according to instructor.

### **EUGS 505 HUMAN ENVIRONMENT 3**

Discussion of population in relation to the physical environment; objectives and skills of numerous culture groups will be examined to clarify existing regional variations in the man-land relationship.

### **EUGS 509 WATER RESOURCE MANAGEMENT 3**

The spatial patterns of the water resource both as surface water and ground water. Processes affecting availability and techniques of estimation are stressed.

Prerequisite: ENVR 501

### **EUGS 513 WASTE MANAGEMENT 3**

This course examines liquid waste management (sewage, sewerage, septic, and acid mine drainage) and solid waste management (composting, incineration, dumps, sanitary landfills, ocean dumping, and resource recovery). Management of radioactive wastes is included.

**EUGS 521 RESEARCH METHODS 3**

Advanced research techniques, beginning with census reports, government surveys and reports from other agencies. Field research, both cultural and physical; mapping techniques; the design of appropriate scale and data transformation to familiarize the range of possibilities and the need for careful choice of data and maps. Computer applications in geographic problem solving.

**EUGS 539 ENVIRONMENTAL NOISE: HAZARDS AND CONTROLS 3**

The essential aspects of the acoustic properties of sound and of the anatomy and physiology of the human auditory system will be presented. The specific properties of noise and noise generators will also be presented. The effects of noise on physiology and on various aspects of behavior will be discussed. Stress will be placed on current methods of noise control and hearing conservation.

Prerequisite: For non-majors.

**EUGS 600 THESIS 4**

**EUGS 610 URBAN STUDIES SEMINAR 3**

The seminar is designed to analyze the contents and the concepts to formulate a holistic view of the city. Benchmark papers and research frontiers will be investigated.

**ENVR 508 ENVIRONMENTAL PROBLEM SOLVING 3**

The purpose of this course is to train students to define environmental problems, develop their skills in solving these problems, as well as commitment to work toward their solution. Each lesson consists of student preparation of reading selected articles, classroom orientation, field trips, and the student-instructor followup. Field trip topics include pedestrian/vehicle conflict, school site development, plants as a city resource, urban/rural recreation, sign ordinances, transportation and similar topics.

**ENVR 509 ENVIRONMENTAL CHANGE AND COMMUNICATION 3**

Prepare students as professional environmentalists: communication and journalism strategies, theory of persuasion, and roles as catalyst, solution giver, process helpers, and resource person.

**ENVR 531 INDEPENDENT STUDY IN ENVIRONMENTAL STUDIES 1-4**

Student must develop statement of goals and phasing for completion, prior to consultation with instructor.

**ENVR 550 ENVIRONMENTAL EDUCATION 3**

Foundations of environmental education-historical, theoretical and conceptual. Includes models, gaming encounters, and teaching strategies.

**ENVR 551 NATURAL RESOURCE MANAGEMENT 3**

Provide background in natural resource management; wildlife, fisheries, forests, water and related components of spaceship earth. Includes field trips.



**ENVR 610 SEMINAR IN ENVIRONMENTAL MANAGEMENT 3**

This is a methods seminar focusing on the techniques of managing a project with environmental significance. Students will design and plan in detail a project to improve an existing environmental problem or to implement an economically important project that would minimize environmental problems.

Prerequisites: ENVR 501, 502 or instructor's permission.

**ENVR 628 SEMINAR IN ENVIRONMENTAL GRAPHICS 3**

Use of geographic materials suitable for analysis, understanding and presenting aspects of the environment through seminar presentation.

Prerequisite: At least 12 semester hours of graduate credit in environmental science, or with instructor's permission.

**ENVR 695 RESEARCH PROJECT IN ENVIRONMENTAL STUDIES 3**

To complete the research proposal initiated in the research methods course.

Prerequisites: EUGS 521 or ENVR 503 or ELRS 503, instructor's permission.

**ENVR 697 THESIS 6**

Preparation and defense of a thesis in environmental studies.

Prerequisite: Approval of the department chairman, the graduate advisor, and the faculty thesis advisor.

## **FINE ARTS**

*Chairperson: Dr. Anne Betty Weinshenker*

*Graduate Advisor: Prof. Patricia Lay*

The graduate program in Fine Arts allows for a concentration in Studio and Art Education. Areas of specialization are: painting, sculpture, photography, cinematography, drawing, ceramics, printmaking, fiber arts, jewelry, and art therapy.

## **ADMISSION REQUIREMENTS**

The requirements established for all graduate studies and for matriculation at the college will be followed in respect to this program.

Eligibility for matriculation for a concentration in Studio or Art Education requires either an undergraduate degree in fine arts or the equivalent as determined by the art department. A strong background in both art history and studio work is expected. A portfolio of representative art work will be required as evidence of the applicant's ability. Advice concerning all requirements, including art history requirements, dates of portfolio reviews, and suggested portfolio contents may be obtained from the department's graduate advisor.

# REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN FINE ARTS

	Semester Hours
I. Required courses for all Fine Arts MA candidates.	
Graduate Art History .....	6
Graduate Project or Thesis .....	6
<i>Either</i>	
A. Graduate Project	
ARGN 695 Seminar in Art I: Contemporary Art and Aesthetics .....	3
ARGN 696 Seminar in Art II: Contemporary Art and Aesthetics .....	3
or	
B. Master's Thesis	
ARGN 697 Master's Thesis I .....	3
ARGN 698 Master's Thesis II .....	3
II. Art Electives .....	15
To be selected with approval of the Graduate Advisor.	
III. Free Electives .....	6
IV. Final Oral Examination in relation to Graduate Project or Master's Thesis. In addition to the successful completion of all required course work all can- didates are required to make a final presentation of either a body of visual work from their area of concentration, and a related project paper, or a Master's Thesis. Advice concerning this requirement may be obtained from the department's graduate advisor.	
Minimum .....	33

## FINE ARTS

Course Descriptions	Semester Hours
<b>ARED 501 CONTEMPORARY VIEWPOINTS IN ART EDUCATION</b>	<b>3</b>
A study of art literature which influences art educators in their teaching. Readings will be in papers and books selected from philosophy, sociology, psychology and aesthetics which deal primarily with various classifications within the discipline. The practical implementation with the educational setting, will be analytically discussed.	
<b>ARED 502 ADVANCED CURRICULUM CONSTRUCTION IN ART EDUCATION</b>	<b>3</b>
For students with interest in curriculum construction or revision, both in the elementary and secondary programs. Evaluation of curricular materials in use in New Jersey and throughout the country in terms of principles of curriculum construction.	

**ARED 505 SUPERVISION AND EVALUATION IN ART EDUCATION 3**

Supervisory methods and techniques for the experienced art teacher. Current and analogous supervisory data will be included. Will be based on state criteria and ways of evaluation from creative viewpoints.

**ARGN 515 GRADUATE LIFE DRAWING I 3**

Advanced problems in drawing based upon a study of the human figure.

**ARGN 516 GRADUATE LIFE DRAWING II 3**

Continuation of ARGN 515. Taken serially.

**ARGN 601 GRADUATE LIFE DRAWING III 3**

Continuation of ARGN 516. Taken serially.

**ARGN 602 GRADUATE LIFE DRAWING IV 3**

Continuation of ARGN 601. Taken serially.

**ARGN 610 INDEPENDENT STUDY I 1-8**

Under this course designation advanced students may either expand or extend their experience in a chosen field or medium. Direction, conduct and evaluation of the work developed in consultation with the instructor. As a basis for admission and planning, each student will present a representative selection of his/her prior work in the chosen media. Credits to be arranged. May be repeated for credit.

Prerequisite: Permission of the department.

**ARGN 611 INDEPENDENT STUDY II 1-8**

Under this course designation advanced students may either expand or extend their experience in a chosen field or medium. Direction, conduct and evaluation of the work developed in consultation with the instructor. As a basis for admission and planning, each student will present a representative selection of his/her prior work in the chosen medium. Credits to be arranged.

Prerequisite: Permission of the department.

**ARGN 620 FIELD COURSE IN ART I 2-6**

Travel courses to art sources in the United States and foreign countries not to exceed 6 graduate credits. First-hand contact with the historic art forms of the places visited and with artists and craftsmen. Each student selects an area of study in which the places visited have rich art resources. As preparation for the course, the student outlines a chosen study problem, reads background material, and lists sources he/she expects to utilize.

Prerequisite: Permission of the department. Taken serially.

**ARGN 621 FIELD COURSE IN ART II 2-6**

Continuation of ARGN 620. Taken serially.

Prerequisite: Permission of the department.

**ARGN 695 SEMINAR IN ART I: CONTEMPORARY ART AND AESTHETICS (WITH GRADUATE PROJECT) 3**

This course involves the graduate student in a consideration of major issues in contemporary aesthetics as a means for developing the ability to be on the subject of contemporary art.



**ARGN 696 SEMINAR IN ART II: CONTEMPORARY ART AND AESTHETICS (WITH GRADUATE PROJECT) 3**

A continuation of ARGN 695. Should be taken in the students last semester along with the completion of the Graduate Project.

**ARGN 697 MASTER'S THESIS I 3**

Individual research selected under advisement of a faculty committee. Students are advised to initiate their master's thesis after completing at least two courses on the graduate level in the area of the thesis topic and no more than 12 or 16 credits in their general program.

Prerequisite: Written permission of the graduate advisor on the proper form, with written agreement of a faculty member who will serve as the student's personal advisor.

**ARGN 698 MASTER'S THESIS II 3**

Individual research selected under advisement of a faculty committee. Students are advised to initiate their master's thesis after completing at least two courses on the graduate level in the area of the thesis topic and no more than 12 or 16 credits in their general program.

Prerequisite: Written permission of the graduate advisor on the proper form, with written agreement of a faculty member who will serve as the student's personal advisor.

**ARPT 511 GRADUATE PAINTING I 3**

Studio in painting to further the creative expression and technical knowledge of the student in various painting media personal and professional development through studio work, trips and the study of the contemporary artists.

Prerequisite: Permission of the department. Taken serially.

**ARPT 512 GRADUATE PAINTING II 3**

Continuation of ARPT 511. Taken serially.

**ARPT 515 GRADUATE VISUAL ARTS WORKSHOP 1-12**

Selected studio topics which represent current concerns within the contemporary world of the visual arts.

**ARPT 521 GRADUATE SCULPTURE I 3**

The student explores independently one or two materials and techniques, and begins to find direction as a sculptor.

**ARPT 522 GRADUATE SCULPTURE II 3**

Continuation of ARPT 521. Taken serially.

**ARPT 605 GRADUATE PAINTING III 3**

Continuation of ARPT 512. Taken serially.

**ARPT 606 GRADUATE PAINTING IV 3**

Continuation of ARPT 605. Taken serially.

**ARPT 607 GRADUATE PAINTING V 3**

Advanced study in painting; individual projects in various media. Readings in contemporary art, visits to museums and galleries. Taken serially.

Prerequisites: Permission of the department.

- ARPT 608 GRADUATE PAINTING VI** **3**  
Continuation of ARPT 607. Taken serially.
- ARPT 613 GRADUATE SCULPTURE III** **3**  
Continuation of ARPT 522. Taken serially.
- ARPT 614 GRADUATE SCULPTURE IV** **3**  
Continuation of ARPT 613. Taken serially.
- ARHS 590 MODERN PHILOSOPHIES OF ART I** **3**  
Major writers in art in the nineteenth and twentieth centuries. The nature of the creative experience; art in the life of the individual and of society; the creative process; new materials; institutions and sentiments affecting current thinking in the field. Discussions based on readings of philosophers, poets, social scientists and psychologists.
- ARHS 592 SELECTED PROBLEMS ART HISTORY I** **3**  
Art problems, iconographic topics and themes of a historic, social and philosophical nature. Topic selection will depend upon the special areas of the professor or guest professor invited for the semester.  
Prerequisite: Permission of the department.
- ARHS 593 SELECTED PROBLEMS ART HISTORY II** **3**  
Continuation of ARHS 592. Taken serially.
- ARFL 505 FILM AS A VISUAL ART** **3**  
An understanding of the development of the motion picture as an art form. Viewing, analysis, reading, and/or actual participation in the production of film images.  
Prerequisite: Permission of the department.
- ARFL 580 GRADUATE CINEMATOGRAPHY I** **3**  
Techniques, materials and theories of motion picture production for visually experienced students.
- ARFL 581 GRADUATE CINEMATOGRAPHY II** **3**  
Continuation of ARFL 580. Taken serially.
- ARFL 615 GRADUATE CINEMATOGRAPHY III** **3**  
Continuation of ARFL 581. Taken serially.
- ARFL 616 GRADUATE CINEMATOGRAPHY IV** **3**  
Continuation of ARFL 615. Taken serially.
- ARPH 570 GRADUATE INTRODUCTORY PHOTOGRAPHY:  
A CONTEMPORARY ART FORM** **3**  
Provides for the in-depth study and practice of photography as a visual language. Encourages exploration beyond the camera through studio work, discussions, criticism, films, trips and demonstrations  
Prerequisites: 10 semester hours in art. Permission of the department.

**ARPH 571 GRADUATE INTERMEDIATE PHOTOGRAPHY: 3**  
**A CONTEMPORARY ART FORM**

Workshop, discussion, lectures, criticism, demonstrations: photography for self expression and greater visual awareness. Creative controls craftsmanship, perception, presentation and the fine points will be investigated.

Prerequisite: ARPH 570.

**ARPH 609 GRADUATE ADVANCED PHOTOGRAPHY: 4**  
**A CONTEMPORARY ART FORM**

Workshop, discussion, lecture, demonstrations, criticism. Photography as an intensive learning experience. Light sensitive materials, controls, photographic approach, selection, zinc system and view camera will be investigated.

Prerequisite: ARPH 571.

**ARPH 617 GRADUATE SPECIAL PROCESSES 4**  
**IN PHOTOGRAPHY**

Investigation of non-traditional light sensitive materials for use in the photographic image making process. Extending traditional boundaries of photography through new tools that permit greater manipulation: gum bichromate, cyanotype, platinum, photo etching, and others will be investigated.

Prerequisite: ARPH 609.

**ARMT 525 GRADUATE METALWORK AND JEWELRY I 3**

Designing jewelry and small sculpture in varied metals; the techniques of flat sheet metal and casting.

Prerequisites: Graduate prerequisites and permission of the department.

**ARMT 526 GRADUATE METALWORK AND JEWELRY II 3**

Continuation of ARMT 525. Taken serially.

**ARMT 531 GRADUATE CERAMICS: POTTERY AND 3**  
**SCULPTURE I**

Experimentation with the potter's wheel; handbuilding methods of forming; further experimentation with clay compositions, glazes and methods of firing. Advanced students will be responsible for developing craftsmanship and a personal idiom.

Prerequisites: Undergraduate experience in ceramics, portfolio, and approval of instructor.

**ARMT 532 GRADUATE CERAMICS: POTTERY AND 3**  
**SCULPTURE II**

Continuation of ARMT 531. Taken serially.

Prerequisites: Undergraduate experience in ceramics, portfolio, and approval of instructor.

**ARMT 541 FORM IN FIBER I (GRADUATE) 3**

Designing with simple and four harness floor looms, in a variety of techniques and materials. Taken serially.

Prerequisites: 10 semester hours in art, permission of the department.

**ARMT 542 FORM IN FIBER II (GRADUATE) 3**

Primary emphasis on designing with simple and four harness table and floor looms. A variety of techniques and materials. Taken serially

Prerequisites: Permission of department.



- ARMT 543 GRADUATE DECORATION OF FABRICS I** 3  
Survey course in all aspects of fabric embellishment; tie-dye, batik, blockprint, tritik discharge, silkscreen printing, 3M matrix, etc. Taken serially.  
Prerequisites: Permission of the department.
- ARMT 544 GRADUATE DECORATION OF FABRICS II** 3  
Continuation of ARMT 543. Taken serially.  
Prerequisites: Permission of the department.
- ARMT 618 GRADUATE METALWORK AND JEWELRY III** 3  
Continuation of ARMT 526. Taken serially.  
Prerequisite: Permission of the department.
- ARMT 619 GRADUATE METALWORK AND JEWELRY IV** 3  
Designing jewelry and small sculpture in varied metals. The techniques of flat sheet metal and casting. Continuation of ARMT 618. Taken serially.  
Prerequisite: Permission of the department.
- ARMT 622 GRADUATE CERAMICS POTTERY AND SCULPTURE III** 3  
Continuation of ARMT 532. Taken serially.  
Prerequisites: Undergraduate experience in ceramics, portfolio, and approval of instructor.
- ARMT 623 GRADUATE CERAMICS POTTERY AND SCULPTURE IV** 3  
Continuation of ARMT 622. Taken serially.  
Prerequisites: Undergraduate experience in ceramics, portfolio, and approval of instructor.
- ARMT 624 FORM IN FIBER III (GRADUATE)** 3  
Continuation of ARMT 542. Taken serially.  
Prerequisite: Permission of the department.
- ARMT 625 FORM IN FIBER IV (GRADUATE)** 3  
Continuation of ARMT 624. Taken serially.  
Prerequisite: Permission of the department.
- ARMT 626 FORM IN FIBER V (GRADUATE)** 3  
Continued experimentation with on-loom and off-loom weaving techniques, synthetic and vegetable dyes. Taken serially.  
Prerequisite: Permission of the department.
- ARMT 627 FORM IN FIBER VI (GRADUATE)** 3  
Continuation of ARMT 626. Taken serially.  
Prerequisite: Permission of the department.
- ARMT 630 GRADUATE DECORATION OF FABRIC III** 3  
Continuation of ARMT 544. Taken serially.  
Prerequisite: Permission of the department.
- ARMT 631 GRADUATE DECORATION OF FABRIC IV** 3  
Continuation of ARMT 630. Taken serially.  
Prerequisite: Permission of the department.

- ARTH 505 GRADUATE INTRODUCTION TO ART THERAPY 3**  
Introduction to the historical and theoretical bases of art therapy as a profession. Exploration of the literature of art therapy and of current trends in the field.
- ARTH 506 STUDIO TECHNIQUES IN ART THERAPY 3**  
The development of a repertoire of art therapy skills in various media to facilitate meeting the expressive needs in art therapy settings. May be repeated for credit. Prerequisite: Instructor's permission.
- ARTH 507 ART THERAPY PRACTICUM I 3**  
Integration of field and academic experiences. Each student will work with a selected client in an appropriate professional setting (300 hours), and prepare a weekly case presentation for class discussion and critique as well as a written case study.  
Prerequisite: ARTH 506.
- ARTH 508 ART THERAPY PRACTICUM II 3**  
Continuation of Art Therapy Practicum I (ARTH 507). Each student will work with a selected client in an appropriate professional setting other than that in which student worked in Art Therapy Practicum I (300 hours). Treatment design and case presentations will be submitted for weekly discussion and critique.  
Prerequisite: ARTH 507.
- ARPR 552 GRADUATE PRINTMAKING I 3**  
Advanced work in various print processes; emphasis on the development of images and concepts as they relate to the printmaking media.  
Prerequisite: Permission of the instructor.
- ARPR 553 GRADUATE PRINTMAKING II 3**  
Continuation of ARPR 552. Taken serially.
- ARPR 628 GRADUATE PRINTMAKING III 3**  
Continuation of ARPR 553. Taken serially.
- ARPR 629 GRADUATE PRINTMAKING IV 3**  
Continuation of ARPR 628. Taken serially.

# FRENCH

*Chairperson: Dr. Madeleine Sergent*

*Graduate Advisor: Dr. Kay Wilkins*

The graduate program in French is designed to prepare students for both teaching and research in language and literature.

A Master of Arts degree opens opportunities to teach in both community colleges and high schools, and provides a solid foundation for students interested in continuing their studies toward a Doctor of Philosophy degree. Graduate training in French is also increasingly useful for positions in government and industries concerned with French-speaking areas of the world.

## ADMISSION REQUIREMENTS

Admission is open to students who hold a bachelor's degree and have completed at least 24 semester hours of undergraduate French or its equivalent. Students applying for admission must satisfy the standard College requirements for admission to graduate study.

After acceptance, the candidates will consult the graduate advisor to plan their programs. The course program must be approved by the graduate advisor each semester before registration. Courses will be offered on a rotating basis to allow diversity of offerings. Please consult department chairperson for details.

Individuals holding the bachelor's degree and showing an adequate proficiency in French may enroll in graduate courses, even though they do not wish to enter the Master of Arts program.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN FRENCH

	Semester Hours
I. Required Courses .....	6
FREN 508 Explication de Texte and Stylistic Analysis .....	3
FREN 603 Research Seminar .....	3
(Waived if student elects to write a thesis)	
One course in the literature of <i>each</i> century to be selected from the following French electives:	
II. French Electives:	
FREN 505 History of the French Language .....	3
FREN 506 Advanced French Phonetics .....	3
FREN 507 Practicum in Translation .....	3
FREN 509 Advanced Stylistics .....	3
FREN 511 Medieval French Literature .....	3
FREN 513 Medieval French Theatre .....	3
FREN 516 French Humanism in the Sixteenth Century .....	3
FREN 517 Poetry of the Renaissance .....	3
FREN 525 Moralists of the Seventeenth Century .....	3



FREN	526	Corneille, Racine and Moliere .....	3
FREN	527	Selected Topics in Seventeenth Century French Literature .....	3
FREN	530	Philosophy and Politics in Eighteenth Century France .....	3
FREN	531	The Development of the Novel in Eighteenth Century France .....	3
FREN	532	Eighteenth Century Seminar .....	3
FREN	538	French Novel of the Nineteenth Century I .....	3
FREN	539	French Novel of the Nineteenth Century II .....	3
FREN	540	Nineteenth Century French Poetry .....	3
FREN	542	Twentieth Century French Theatre .....	3
FREN	543	Twentieth Century French Poets .....	3
FREN	544	Twentieth Century French Novel I .....	3
FREN	545	Twentieth Century French Novel II .....	3
FREN	546	Twentieth Century Seminar .....	3
FREN	547	Francophone Literature .....	3
FREN	548	Contemporary French Civilization: Selected topics .....	3
III.		Free Electives .....	6
IV.		Thesis (Optional) .....	4
V.		Comprehensive Examination: One session	

All candidates for the master's degree must pass a comprehensive examination designed to test critical ability and familiarity with major works of French literature. Before registering for the comprehensive examination students must have completed all their course work (with the exception of the 603 Research Seminar) and have satisfied the requirement of having taken 1 course on the literature of each century.

The examination is based on a reading list and course content.

Minimum: 33 semester hours.

## FRENCH

### Course Descriptions

### Semester Hours

<b>FREN 500</b>	<b>FRENCH AS A RESEARCH TOOL</b>	<b>3</b>
Learning to read French as a tool for research (A "service" course for MA candidates in English; successful completion of this course will satisfy the language requirement).		
<b>FREN 505</b>	<b>HISTORY OF THE FRENCH LANGUAGE</b>	<b>3</b>
Structures of modern French as outcome of linguistic and cultural processes over 2,000 years.		
<b>FREN 506</b>	<b>ADVANCED FRENCH PHONETICS</b>	<b>3</b>
Principles of general and experimental phonetics. Previous knowledge of phonetics desirable.		
<b>FREN 507</b>	<b>PRACTICUM IN TRANSLATION</b>	<b>3</b>
Basic principles and theory of translation with emphasis on research techniques. Prerequisite: Adequate competency in the language for the purpose of translation training.		

<b>FREN 508</b>	<b>EXPLICATION DE TEXTE AND STYLISTIC ANALYSIS</b>	<b>3</b>
Techniques of "explication de texte and stylistic analysis" as an instrument for development of critical reading ability, and as pedagogical tool for teaching literature as well as language through literature.		
<b>FREN 509</b>	<b>ADVANCED STYLISTICS</b>	<b>3</b>
Fundamental notions of structuralism as applied to contemporary literary criticism.		
<b>FREN 511</b>	<b>MEDIEVAL FRENCH LITERATURE</b>	<b>3</b>
French literature from ninth through fifteenth centuries emphasizing the "Chanson De Geste" and the "Roman Courtois."		
<b>FREN 513</b>	<b>MEDIEVAL FRENCH THEATRE</b>	<b>3</b>
Origins and development of theatre in France during the middle ages.		
<b>FREN 516</b>	<b>FRENCH HUMANISM IN 16TH CENTURY</b>	<b>3</b>
Humanistic ideals as reflected in the works of Rabelais, Montaigne and other authors.		
<b>FREN 517</b>	<b>POETRY OF THE RENAISSANCE</b>	<b>3</b>
Major works of Marot, Ronsard, Du Bellay, and other poets of the Pleiade.		
<b>FREN 525</b>	<b>MORALISTS OF THE 17TH CENTURY</b>	<b>3</b>
Representative works of Descartes, Pascal, La Rochefoucauld, Saint Simon, La Bruyere, and other authors.		
<b>FREN 526</b>	<b>CORNEILLE, RACINE AND MOLIERE</b>	<b>3</b>
Dramatic art as reflected in representative plays of the three authors.		
<b>FREN 527</b>	<b>SELECTED TOPICS IN 17TH CENTURY FRENCH LITERATURE</b>	<b>3</b>
Changing topics to include in-depth studies of individual authors.		
<b>FREN 530</b>	<b>PHILOSOPHY AND POLITICS IN 18TH CENTURY FRANCE</b>	<b>3</b>
Impact of the "Philosophes" on religious, political and sociological thought.		
<b>FREN 531</b>	<b>THE DEVELOPMENT OF THE NOVEL IN 18TH CENTURY FRANCE</b>	<b>3</b>
Study of the social and historical context of a novel and its particular form (e.g. epistolary, episodic, etc.)		
<b>FREN 532</b>	<b>18TH CENTURY SEMINAR</b>	<b>3</b>
Changing topics to include in-depth studies of individual authors and genre topics.		
<b>FREN 538</b>	<b>FRENCH NOVEL OF 19TH CENTURY I</b>	<b>3</b>
Insight into major works of Balzac and Stendhal.		
<b>FREN 539</b>	<b>FRENCH NOVEL OF 19TH CENTURY II</b>	<b>3</b>
Insight into major works of Flaubert and Zola.		
<b>FREN 540</b>	<b>19TH CENTURY FRENCH POETRY</b>	<b>3</b>
Development of French poetry from Romanticism to Symbolism.		

<b>FREN 542</b>	<b>20TH CENTURY FRENCH THEATRE</b>	<b>3</b>
Major modern currents and trends in drama.		
<b>FREN 543</b>	<b>20TH CENTURY FRENCH POETS</b>	<b>3</b>
Within a general developmental context, emphasis upon thematics, and structural analysis of work of Apollinaire, Reverdy, Char, Eluard and Bonnefoy.		
<b>FREN 544</b>	<b>20TH CENTURY FRENCH NOVEL I</b>	<b>3</b>
Evolution of the French novel from Proust to Camus.		
<b>FREN 545</b>	<b>20TH CENTURY FRENCH NOVEL II</b>	<b>3</b>
Evolution of the French novel from the "New Novel" of the 50's to contemporary French writing.		
<b>FREN 546</b>	<b>20TH CENTURY SEMINAR</b>	<b>3</b>
Changing topics on twentieth century French literature.		
<b>FREN 547</b>	<b>FRANCOPHONE LITERATURE</b>	<b>3</b>
Major Francophone writings outside continental France.		
<b>FREN 548</b>	<b>CONTEMPORARY FRENCH CIVILIZATION- SELECTED TOPICS</b>	<b>3</b>
Study of institutions and culture of contemporary France.		
<b>FREN 603</b>	<b>RESEARCH SEMINAR</b>	<b>3</b>
Opportunity to apply research techniques on a specific topic of the student's choice.		

## GEOSCIENCE

*Chairperson: Professor Richard Hodson*

*Graduate Advisor: Dr. Charles L. Hamilton*

The graduate programs in Geoscience are designed to enable the student to pursue further study in the various areas of the Department for professional or personal reasons, to further his preparation for the teaching profession, or for a career requiring advanced training.

For the arts and science student, a graduate program is designed to give opportunity for in-depth study in the broad field of Geoscience (geology). The program provides sufficient flexibility through electives so that emphasis in (1) metamorphic and igneous geology, (2) stratigraphy, paleobiology and sedimentology, or (3) oceanography and marine geology is possible. Some of the above courses will be taken at the various sites of the New Jersey Marine Science Consortium.

## ADMISSION REQUIREMENTS

Prior to matriculation the student should have completed a subject matter background of at least twenty-four semester hours in the area of specialization, as well as sufficient background, in related sciences and basic mathematics. In cases of a weak undergraduate background, prerequisite courses, not for graduate credit, may be assigned.



Candidates must fulfill the other criteria for graduate matriculation as listed in this bulletin (Admission to Graduate Study). Each candidate's background and credentials must be approved by the graduate advisor for the department.

# REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN GEOSCIENCE

Thirty-two semester hours are required, of which up to eight may be at the 400 level. Additional 400 level courses will not be given credit without written approval of the department graduate advisor. Additional hours may be required to compensate for any deficiencies in the applicant's undergraduate record.

Degree candidates employed in the field of education may use six semester hours of free electives for graduate courses in the area of professional education.

			Semester Hours
I.	Required Courses (one from each group)		9-12
	A.		
		GEOS 537 Biostratigraphy of New Jersey	4
		GEOS 533 Advanced Invertebrate Paleobiology	4
		GEOS 530 Paleoecology	3
	B.		
		GEOS 503 Advanced Physical Geology	4
		GEOS 504 Advanced Historical Geology	3
		GEOS 571 Geophysics	3
	C.		
		GEOS 543 Advanced Mineralogy	3
		GEOS 546 Petrography	4
		GEOS 545 Optical Mineralogy	4
II.	Geoscience Electives		10-13
III.	Research		
		GEOS 695 Thesis	4
IV.	Free Electives		6
V.	Comprehensive Examination		

Minimum: 32 semester hours

## GEOSCIENCE

Course Descriptions	Semester Hours
<b>PHED 505 RESEARCH SEMINAR IN SCIENCE</b>	<b>2</b>

This course is designed to afford opportunity for graduate students in science, supervisors, and science teachers: (1) to investigate research in science education; (2) to organize science experiences and science information with the teaching materials for the public schools. Each member of the group selects a project. This project must be presented to the science faculty and graduate students for evaluation.

**GEOS 502 THE DYNAMIC EARTH****4**

Origin, evolution and history of the earth. Internal and external processes by which minerals and rocks form and are modified. Interpretation of rock features and structures and significance of the fossil record. Plate tectonics, geomorphology, oceanography, and meteorology. The course is conducted at a more rigorous level than introductory, undergraduate courses. Research project and field trips are required. (3 hours lecture; 2 hours lab)

Prerequisites: Undergraduate degree in science or mathematics or permission of the instructor. (Not open to graduates of a geology or geoscience program.)

**GEOS 525 ENVIRONMENTAL GEOSCIENCE****3**

In-depth study of the relationships between man and the physical environment of atmosphere, hydrosphere and lithosphere. Particular attention to problems of mineral resource and fossil-fuel depletion; pollution of air, water and soils and waste disposal and recycling, simple computer modeling of environmental situations. (3 hours lecture)

Prerequisite: Graduate standing in either the Environmental Studies-Physical or Geoscience Program, or instructor's permission.

**GEOS 530 PALEOECOLOGY****3**

Distribution and association of fossils as interpreted from the evidence presented in the geologic record. Detailed paleoecological field study made of selected faunal assemblages. (2 hours lecture; 2 hours lab)

Prerequisite: Course in invertebrate paleobiology.

**GEOS 533 ADVANCED INVERTEBRATE PALEOBIOLOGY****4**

Fossil invertebrates with emphasis on their evolutionary, paleoecologic and stratigraphic significance. Laboratory and field work stress collecting, preparation, identification, curatorial and faunal analysis techniques. Required field trips. (3 hours lecture; 2 hours lab)

Prerequisite: Course in invertebrate paleobiology or undergraduate Biology major or permission of instructor.

**GEOS 535 VERTEBRATE PALEOBIOLOGY****3**

The geologic history, morphology, taxonomy, paleogeography and evolution of fossil vertebrates. Required field trips. (2 hours lecture; 2 hours lab)

Prerequisite: GEOS 114 and BIOL 131 or instructor's permission.

**GEOS 536 PALEOBOTANY****3**

The taxonomy, morphology, evolution, paleoecology and stratigraphic significance of fossil plants. Required field trips. (2 hours lecture; 2 hours lab)

Prerequisites: Courses in historical geology and general botany or permission of instructor.

**GEOS 543 ADVANCED MINERALOGY****3**

Chemical and physical principles as applied to minerals. Detailed study of representative minerals from the various families. Advanced techniques will be performed by the student. Field trips. (2 hours lecture; 2 hours lab)

Prerequisites: Course in mineralogy.

**GEOS 546 PETROGRAPHY****4**

Rock textures, structures and mineralogy using the polarizing microscope. Identification and classification of rocks and the origin and history of the rock as determined by microscopic study of thin sections. Required field trips. (3 hours lecture; 2 hours lab)

Prerequisites: Courses in petrology and optical mineralogy.

**GEOS 575 GEOCHEMISTRY****3**

Chemical laws and principles applied to the earth, chemical composition of the earth, distribution and relative abundance of the elements, Radioactive materials, atmospheric precipitation of geochemicals, the geochemistry of polluted water (including solid and liquid wastes) study of meteorites. Required field trips. (3 hours lecture)

Prerequisites: General chemistry, petrology.

**GEOS 578 IGNEOUS AND METAMORPHIC GEOLOGY****4**

The interpretive study of igneous and metamorphic rocks in detail with the aim of properly identifying and naming the rocks and interpreting their history; rock suites from classical areas. Required field trips. (3 hours lecture; 2 hours lab)

Prerequisites: Courses in petrology and optical mineralogy.

**GEOS 592 SPECIAL PROBLEMS IN GEOSCIENCE****1-4**

Independent research project to be performed by the student under faculty guidance.

Prerequisite: Matriculation for the M.A. degree in Geoscience or permission of Geoscience faculty.

**GEOS 658 SEMINAR IN ENVIRONMENTAL GRAPHICS****3**

The use of graphic materials suitable for analyzing, understanding and presenting aspects of the environment through seminar presentation. The preparation of illustrative materials, especially suitable for inclusion in environmental impact statements as well as for public presentation, will be developed by each student as a culminating research project.

Prerequisites: At least 12 hours of graduate credit in environmental science or with instructor's permission.

**GEOS 695 THESIS****4**

In-depth field, laboratory and library investigation of a problem in the area of the student's interest in geoscience; results will be presented in oral and written form culminating in a written thesis. Offered at the New Jersey Marine Sciences Consortium.

Prerequisite: Matriculation for the M.A. degree in geoscience.

**PHMS 598 SPECIAL PROBLEMS IN THE MARINE SCIENCES****1-4**

An opportunity for the qualified graduate student to do research in a field of marine science selected under the guidance of a professor. Open only to graduate students who have indicated a potential for original thinking. Also offered at the site of the New Jersey Marine Sciences Consortium.

Prerequisites: Graduate standing in natural or social science and permission of the departmental graduate advisor.



# HEALTH PROFESSIONS

*Chairperson and Graduate Advisor: Dr. Harry H. Hoitsma*

The Department of Health Professions prepares professionals for careers in health education and various selected areas of the health professions. The graduate program leads to a Master of Arts degree in health education. Advanced study is provided to candidates engaged in, or seeking, positions in the broad and expanding spectrum of the health professions in the school, community, business and industrial sectors, the media and various other segments of the health care delivery system.

The curriculum provides a foundation of required coursework which is complemented by a wide array of health professions electives, interdisciplinary coursework and varied educational experiences afforded by diverse instructional approaches. Advancements in the scientific realm combined with practical applications address our contemporary health problems. There is a definite research focus within the program. Students are provided with the option of either conducting a study on a pertinent health topic – (in the form of a thesis or research project) – or completing a broader-based research seminar. Special student interests, academic objectives and professional goals can be accommodated on an individualized basis. Students must complete a minimum of 32 semester hours and pass a written comprehensive examination.

## POSSIBLE AREAS OF EMPHASIS FOR DEPARTMENTAL ELECTIVES

Candidates may select departmental electives within the Master of Arts program in health education from among the following areas:

- Human Sexuality
- Health Program Administration
- Health Behavior and Wellness
- Gerontology
- School Health
- Environmental and Public Health (prepares candidates for NJ State Health Officer's Examination)

## ADMISSION REQUIREMENTS

All candidates must meet the basic admission requirements for graduate study at Montclair State College. The completion of a major in health education from an accredited college or university is preferred. Candidates with degrees in closely related areas will be considered, although prematriculation coursework may be required. Applicants with a minor or less preparation in health education must complete designated coursework prior to matriculation. Students with a major in health education may also be required to undertake additional coursework where academic deficiencies are apparent.

# REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN HEALTH EDUCATION

		Semester Hours
I.	Required Course .....	15
	HLTH 503 Research Methods in Health .....	3
	HLTH 528 Evaluation in Health .....	3
	HLTH 526 Curriculum Development in Health .....	3
	HLTH 535 History and Foundations of Health I .....	3
	HLTH 601 Research Seminar in Health .....	3
	(plus an additional 3 semester hours health professions course)	
	or	
	HLTH 603 Research Project in Health .....	3
II.	Selected Health Professions Coursework .....	9
	The selection of coursework in this area will be determined through careful identification of the academic and professional goals of the student and will pertain to the major thrust of the candidate within the broad parameters of the health education field. See possible areas of emphases listed on previ- ous page; consult with the graduate advisor.	
	HLTH 530 Seminar in Basic Issues in Health .....	3
	(This course is recommended but not required prior to the comprehensive examination.)	
III.	Electives .....	8
IV.	Comprehensive Examination	
	All matriculated students for the M.A. in Health Education who have com- pleted 15 semester hours or more of health professions coursework, are el- igible to take the Written Comprehensive Examination. Candidates are required to complete <i>any</i> three items chosen from among five provided in areas of: <i>research methods, evaluation, history, basic issues</i> and <i>curricu- lum</i> . Students retaking any item of the examination may respond to the item area they originally failed or they may employ the option of selecting any other item(s) not previously taken. The examination is scheduled in January and June of each year; prior registration is necessary through completion of applications available in the departmental offices. Candidates are limited to three attempts in completing the examination. There are no exceptions to this requirement.	
<b>Note:</b>		
1.	No more than two of the following 400-level courses may be taken for credit applicable to this master's degree:	
	HLTH 411 School Health and Community Services .....	3
	HLTH 430 Health Counseling .....	3
	HLTH 440 Health Aspects of Aging .....	3
	HLTH 445 Perspectives on Death .....	3
	HLTH 460 Systems of Health Care Delivery .....	3
	HLTH 470 Patient Education .....	3
	HLTH 490 Ethics in Health Care .....	3
	HLTH 491 Health Education and the Computer .....	3

2. The department provides opportunity for membership in Eta Sigma Gamma, a national health science honorary society.

## HEALTH PROFESSIONS

Course Descriptions	Semester Hours
<b>HLTH 500 HEALTH ASPECTS OF FAMILY LIVING</b> The family in contemporary society and alternatives to the traditional family, including health aspects of reproduction, heredity, growth and development. Prerequisite: Courses in similar field.	<b>2</b>
<b>HLTH 502 DETERMINANTS OF ENVIRONMENTAL HEALTH</b> Advanced study of health and safety aspects of the environment: air, water, industrial pollution and the impact of expanding population on health problems. Prerequisite: Courses in similar field or permission of instructor.	<b>3</b>
<b>HLTH 503 RESEARCH METHODS IN HEALTH</b> Theoretical and practical experiences in methods of inquiry, designing of research studies, utilization of various tools for gathering data, statistical analysis of data, and writing of research proposals. Prerequisite: HLTH 528	<b>3</b>
<b>HLTH 505 SCHOOL HEALTH PROGRAM MANAGEMENT</b> Examines management theory and practices applicable to school health programs. Historical developments and philosophical issues are also reviewed. Includes management techniques, staffing patterns, accounting procedures and evaluation methods essential for the successful school health program. Prerequisite: A basic course in school or community health or permission of instructor.	<b>3</b>
<b>HLTH 510 HEALTH EDUCATION WORKSHOP I</b> For teachers of health education; deeper understanding of subject matter, current methods and techniques for the classroom, and considerations for curriculum development.	<b>1-3</b>
<b>HLTH 511 BIOMEDICAL AND SOCIAL PERSPECTIVES ON ALCOHOL</b> Examines the different biological and pharmacological effects of alcohol use and common health complications of chronic abusive drinking. Includes a comprehensive study of the multiple theories of the development of alcoholism, its progression, and its impact on the individual, the family and the community at large.	<b>3</b>
<b>HLTH 512 ALCOHOL WORKSHOP</b> A process-oriented experience planned to enrich and synthesize understanding of selected physiological, psychosocial, medical, legal, economic and safety factors associated with alcohol use and abuse. Attention is focused on education, prevention, treatment and rehabilitation techniques and the study of existing programs. Prerequisite: Instructor's permission.	<b>3</b>



**HLTH 513 DRUG ABUSE SEMINAR 3**

Provides seminar setting for concentrated study of selected aspects of contemporary drug problems. Emphasizes major health issues emerging from recent biomedical and societal developments; includes consideration of rehabilitative and treatment approaches, utilizing pertinent sources of information and current research literature.

Prerequisite: A basic course in drug abuse problems or permission of instructor.

**HLTH 514 SEXUALLY TRANSMITTED DISEASES 3**

In-depth study of determinants of sexually transmitted diseases, their impact on the individual and society, and the special medical, psychological, and social problems which they generate.

**HLTH 516 SELECTED DEVELOPMENTS IN COMMUNITY HEALTH 3**

Entails use of seminar approach for in-depth analysis of selected developments in community health. Topics will vary according to class interest and timeliness of issue, but might include, among others, radon, adolescent suicide, and control and prevention of AIDS.

Prerequisite: Courses in similar field or permission of instructor.

**HLTH 526 CURRICULUM DEVELOPMENT IN HEALTH EDUCATION 3**

Nature and construction of comprehensive health education curricula, elementary grades through senior high school. Recommended for health education majors only.

Prerequisite: Basic course in health education and basic course in methods of teaching health education.

**HLTH 528 THE EVALUATION OF HEALTH 3**

Provides for an in-depth study of the theories and principles of measurement and evaluation and their application to the field of health education. The theoretical foundations and the practical considerations for proper selection, development and administration of various measuring instruments, and the analysis of their results constitute the focal points of the course.

Prerequisite: A basic course in statistics or in tests and measurement.

**HLTH 530 HEALTH ISSUES SEMINAR 3**

Provides seminar setting for concentrated study of selected major contemporary health issues. A minimum of five topical areas are presented for analysis and interpretation through extensive readings, pertinent written projects, and directed oral communication.

Prerequisite: Study in health-related field or permission of instructor.

**HLTH 531 INDEPENDENT STUDY IN HEALTH 1-4**

Under the direction of departmental faculty member. Semester hours determined by the department chairperson following consultation with departmental research committee.

Prerequisite: Majors only.

**HLTH 532 AIR POLLUTION****3**

A consideration of the diverse factors contributing to air pollution, the physiological responses of critical organs to air pollutants, public health and economic implication, air pollution control standards and legislation, and principles of monitoring devices.

Prerequisites: Year courses in college chemistry, and mammalian anatomy and physiology.

**HLTH 535 HISTORY AND FOUNDATIONS – HEALTH I****3**

Comprehensive historical study of our continual struggle against the forces of disease and infirmity. Includes health and medical practices of primitive peoples, ancient civilizations, the Middle Ages, and the renaissance.

Prerequisite: Majors only or instructor's permission.

**HLTH 540 SELECTED TOPICS IN MENTAL HEALTH****3**

Entails use of seminar approach for in-depth analysis of selected topics in mental health. Topics will vary according to class interest, but will include, among others, stress, labeling, racism, sexism, and ageism.

Prerequisite: A basic course in mental health or psychology.

**HLTH 545 STRESS AND ILLNESS****3**

Provides for an in-depth study of the relationship between stress and illness. In the process of exploring this relationship, the major sources of stress are identified and their psychosocial determinants and their impact on health are analyzed and discussed. The mechanism of coping with stress and the strategies for reduction and prevention of stress are also studied and critically evaluated.

Prerequisite: HLTH 540.

**HLTH 550 FUNDAMENTALS OF GERIATRICS****3**

A study of the health and well-being, as well as the diseases, of the aged. Individual and community attitudes as they affect the health status of the gerian are examined. Contemporary topics such as changing physiology, mental health, sexuality, health maintenance, terminal care and death as they relate to the aged are also investigated.

**HLTH 551 SELECTED TOPICS IN GERONTOLOGY****3**

Entails use of seminar approach for in-depth analysis of selected topics in gerontology. Topics will vary according to class interest, but will include, among others, ageism, health problems, loss and diminishment, homelessness and terminal old age.

Prerequisite: HLTH 440.

**HLTH 560 HUMAN DISEASES****3**

Presents a contemporary view of the major infectious and chronic/degenerative diseases with an emphasis on the principles of causation, process, diagnosis, prevention, and management. Important past and present medical developments are discussed in the context of continuing change, methods and inferences of epidemiologic investigation are studied and the implications of ongoing research are considered. Concludes with an instrumental component which addresses methodology and disease specific information resources.

Prerequisite: A basic course in biology.

**HLTH 565 FOUNDATIONS OF EPIDEMIOLOGY 3**

Provides an understanding of the epidemiologic method of identifying disease-causing agents. Emphasizes the generation of hypotheses based on descriptive epidemiologic data, the testing of hypotheses by analytical epidemiologic research design, the determination of causality and value of epidemiologic research in developing disease prevention programs.

**HLTH 570 HUMAN SEXUALITY II 3**

This course is designed for students who seek knowledge of the ethical, moral, psychological and biological concepts in human sexuality.

Prerequisite: HLTH 290.

**HLTH 575 THE TEACHING OF HUMAN SEXUALITY 3**

Provides for the study of instructional methodologies and resource materials pertaining to human sexuality education. Emphasizes curriculum development, teaching plans, resource selection and the role of the teacher in school and community setting.

Prerequisite: HLTH 570.

**HLTH 576 FAMILY PLANNING EDUCATION 3**

Provides students with an in-depth study of family planning education. Topics include history, methods of birth control, process of decision making, family planning services and methods and materials for family planning education.

Prerequisite: A basic course in human sexuality or equivalent.

**HLTH 580 HEALTH POLICY AND POLITICS 3**

Provides for the study of politics of health care, health policy issues and the health care delivery system. Special emphasis is placed on health policy as it has evolved in response to sociopolitical and economic factors and expected future trends.

**HLTH 585 ORGANIZATION AND ADMINISTRATION OF HEALTH CARE FACILITIES 3**

Analyzes organization and administration of health care facilities. Topics include nature of health care facilities, managerial processes, institutional staffing and productivity, social responsibilities, techniques of managerial innovation, funding sources and health facility legislation. Provides practical applications of relevant theory.

**HLTH 586 HEALTH CARE FACILITIES AND SERVICES FOR THE AGED 3**

An intensive study of the various health care facilities and services for the aged. Emphasizes the functions, administrative structure, and financing of these facilities, and explores accessibility, distribution of services, utilization patterns, financial assistance plans and health manpower. Trends in health care facilities and services for the aged are also discussed.

Prerequisite: Health Aspects of Aging or equivalent.

**HLTH 588 PLANNING AND EVALUATION OF HEALTH PROGRAMS 3**

Provides for the study of the processes and techniques of program planning, program implementation and program evaluation from a community health perspective, utilizing material from the related disciplines of epidemiology, sociology, psychology, anthropology, and social work.

Prerequisite: School and Community Health Program or equivalent.



### HLTH 601 RESEARCH SEMINAR IN HEALTH 3

Provides intensive study of the entire spectrum of research literature in the health professions field. Includes opportunities for analysis and critique of selected research studies and synthesis of research findings for theoretical and practical application.

Prerequisites: HLTH 503, 528.

### HLTH 603 RESEARCH PROJECT IN HEALTH 3

Provides an intensive research experience for master's degree candidates in health education. It reflects the culmination of coursework and involves the completion of a research document. All candidates must satisfactorily complete an oral examination based on the research experience.

Prerequisite: Successful completion of the departmental written comprehensive examination, HLTH 503, 528.

## HOME ECONOMICS

*Chairperson: Dr. Elaine Flint*

*Graduate Advisor: Dr. Karen I. Todd*

The graduate program in Home Economics offers three professional emphases: Consumer Studies/Consumer Economics, Family Relations/Child Development, and Home Economics Education.

The program is designed to provide students with advanced study needed for college and university teaching, for leadership positions in various professions in business, for social welfare agencies, for public school and adult education programs, for research, and for extension service.

## ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State College. An individual program of study is developed for each student depending on professional goals and educational background.

Students lacking adequate preparation may be required to take additional courses at the undergraduate level as prerequisite to graduate study.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN HOME ECONOMICS

	Semester Hours
I. Required Courses .....	12-13
HECO 507 Research in Home Economics .....	3
HECO 509 Research Seminar or HECO 600 Thesis .....	3 or 4
HECO 540 Interdisciplinary Study of the Family .....	3
HECO 590 Contemporary Issues in Home Economics .....	3

- II. Professional Emphasis ..... 9  
 Select from one of the following groups:
- A. Consumer Studies-Home Management-Consumer Economics
- HECO 530 Consumer Behavior ..... 3
  - HECO 531 Family Financial Problems ..... 3
  - HECO 532 Family and Consumer Economics ..... 3
  - HECO 535 Consumer and Family Law ..... 3
  - HECO 570 The Management of Family Resources ..... 3
  - HECO 571 Problem-Solving in Family Counseling ..... 3
  - HEED 403 Consumer Education Techniques ..... 3
- B. Family Relations – Child Development
- HECO 503 Program Development in Family Life Education 3
  - HECO 514 The Child in the Family ..... 3
  - HECO 542 Dynamics of Family Interaction ..... 3
  - HECO 544 Intercultural Study of the Family ..... 3
  - HEFM 445 The Inner City Family ..... 3
- C. Home Economics Education
- HECO 501 Seminar in Home Economics Education ..... 3
  - HECO 503 Program Development in Family Life Education 3
  - HECO 506 Supervision of Home Economics ..... 3
  - HEED 403 Consumer Education Techniques ..... 3
- III. Home Economics Electives ..... 3-9  
 To be selected from approved Home Economics courses.
- IV. Electives Outside the Department ..... 3-9
- V. Comprehensive Examination, both oral and written to be taken after completing 24 semester hours of graduate study. Students must apply to the graduate advisor at the beginning of the semester in which the exams will be taken. The comprehensive examination is given each Fall and Spring semester.
- VI. Candidates who choose to write a thesis will register for HECO 600 for four semester hours credit in lieu of HECO 509 Research Seminar. The comprehensive exam is waived. A thesis defense is required upon the completion of the thesis before the candidate's graduate Thesis Committee.

Minimum: 33 semester hours

## HOME ECONOMICS

Course Descriptions	Semester Hours
<b>HECO 501 SEMINAR HOME ECONOMICS EDUCATION</b>	<b>3</b>
Identification of the issues in home economics education at all levels. Trends are analyzed as a basis for managing change in curriculum and instruction. Each participant will design a project and plans for implementation. Prerequisite: Graduate status.	
<b>HECO 503 PROGRAM DEVELOPMENT IN FAMILY LIFE EDUCATION</b>	<b>3</b>
Analysis of the development of family living programs in public schools and other agencies. Current problems, practices, and trends. Designing and planning for the implementation of innovative programs. Prerequisite: Graduate status.	

**HECO 507 RESEARCH IN HOME ECONOMICS 3**

Designed to provide basic research and statistical literacy so that the student can develop a research proposal in its entirety in any one area of home economics.

Prerequisite: HECO 304 or equivalent course; graduate matriculation; majors only.

**HECO 508 INDEPENDENT STUDY 1-3**

An opportunity to study in-depth, areas of home economics which are not offered in the regular curriculum. Approval of department chairman required.

Prerequisite: Instructor's permission; graduate status.

**HECO 509 RESEARCH SEMINAR 3**

Carrying out a research study on specific problems of limited scope. Work may be taken in the following areas; child and family, family and consumer studies, family housing, foods, nutrition, textiles, clothing or home management.

Prerequisite: HECO 507; graduate matriculation; majors only.

**HECO 514 CHILD IN THE FAMILY 3**

An intensive study of the theories and research related to child rearing techniques. Analysis of factors influencing parental practices and their effects on the child.

Prerequisite: Graduate status.

**HECO 530 CONSUMER BEHAVIOR 3**

Investigating consumer behavior from the consumers' perspective. Emphasis on individual perception, motivation, learning, and personality as well as family organization, social class, subcultures and national economic trends.

Prerequisite: Graduate status.

**HECO 531 FAMILY FINANCIAL PROBLEMS 3**

Study of families with financial concerns and crises. Emphasis on effective use of money to meet families' life styles and alleviate problem areas.

Prerequisite: Graduate status.

**HECO 532 FAMILY AND CONSUMER ECONOMICS 3**

Study of families and consumers from economic perspectives in society. Emphasis on broad implications of economic practices and policies for various groups of families as they function in the marketplace.

Prerequisite: Graduate status.

**HECO 535 CONSUMER AND FAMILY LAW 3**

Laws and policies of institutions which affect family function, relationships and welfare.

Prerequisite: Graduate status.

**HECO 540 INTERDISCIPLINARY STUDY OF FAMILY 3**

Contributions which various academic disciplines (history, anthropology, biology, economics, as well as psychology and sociology) make towards a more comprehensive understanding of family life.

Prerequisite: Graduate status.

**HECO 542 DYNAMICS OF FAMILY INTERACTION 3**

Critical review on concepts and theories, both psychological and sociological, currently used in understanding patterns and problems of family relationships.

Prerequisite: Graduate status.



**HECO 544 INTERCULTURAL STUDY OF FAMILY 3**

Analytical study of cross cultural regularities and differentials in family structures. Functions and impact of social change on family values and patterns. Varied conceptual approaches to the study of family as well as a broad acquaintance with empirical studies and research.

Prerequisite: Graduate status.

**HECO 570 MANAGEMENT OF FAMILY RESOURCES 3**

Family as a decision-making unit. Directing its resources for more effective living. Philosophical, psychological, sociological and economic trends which have a direct influence on family's ability to maximize its resource potential and utilization.

Prerequisite: Graduate status.

**HECO 571 PROBLEM SOLVING IN FAMILY COUNSELING 3**

Counseling families in problem solving on resource use, including the resources of time, energy, attitudes and material and non-material goods and services.

Prerequisite: Graduate status.

**HECO 580 NEW FINDINGS IN NUTRITION 3**

Recent developments in nutrition and a critical review of fundamentals.

Prerequisite: Graduate status.

**HECO 590 CONTEMPORARY ISSUES IN HOME ECONOMICS 3**

A seminar dealing with issues in home economics with special emphasis on designing programs for social change.

Prerequisites: Graduate matriculation and 20 semester hours in graduate program, majors only.

**HECO 600 THESIS IN HOME ECONOMICS 4**

Individual research selected under advisement of a faculty committee. An oral exam by the committee follows the completion of the project. Required for registration; written permission from major faculty advisor of the research, and department chair; graduate matriculation.

Prerequisites: HECO 507 and instructor's permission.

# INDUSTRIAL STUDIES

*Chairperson: Dr. Martin Greenwald*

*Graduate Advisor: Dr. George A. Olsen*

The graduate program in Industrial Education and Technology is designed to improve the professional training of industrial education teachers, to enhance their teaching proficiency through study of trends and developments in the field, to improve the organization of the industrial arts laboratory and to provide a basis for work in administration and supervision. Emphasis is given to advanced work in Industrial Education and related fields which broaden professional experiences and accent industrial concepts.

Graduate programs of students matriculated in the department are tailored to the individual's needs through consultation with the graduate advisor. Students must meet the departmental requirements for either a thesis program (Option A) or a non-thesis program with a comprehensive examination (Option B).

Graduate students matriculated in the Master of Arts degree program who desire certification as a Supervisor of Industrial Education or as a Coordinator of Cooperative Industrial Education can arrange their programs with the graduate advisor.

## ADMISSION REQUIREMENTS

Study toward the Master of Arts degree in Industrial Education and Technology presupposes the completion of an undergraduate major in the same area. Individuals who have undergraduate majors in this area, but do not wish to work toward a degree, may enroll in graduate courses in the department.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN INDUSTRIAL EDUCATION AND TECHNOLOGY

(OPTION A)

		Semester Hours
I.	Required Courses	
A.	General .....	6
	ELRS 503 Methods of Research .....	3
	Education Elective .....	3
B.	Industrial Education Specialization .....	12
	1. Required	
	ISED 502 Curriculum Construction and Course Organization in Industrial Education .....	3
	ISED 509 Industrial Education Facilities Planning .....	3
	ISED 607 Research Seminar in Industrial Education (Full Year) .....	6

## 2. Electives

Six semester hours approved by departmental advisor to be selected from ISED 503, 504, 505, 606.

- II. Free Electives ..... 4  
 Selected from among any 500 or 600 level course for which the student meets any departmental prerequisites or restrictions. Senior graduate (400 level) courses must be approved by the graduate advisor, when the official work program is developed.
- III. Thesis ..... 4  
 Each candidate for this program will select a thesis topic, thesis advisor, two thesis committee members (one within the department, one from outside the department) and register according to department and College policy. An oral examination based on the completed thesis is part of the thesis requirement.

Minimum: 32 semester hours

# REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN INDUSTRIAL EDUCATION AND TECHNOLOGY

(OPTION B)

	Semester Hours
I. Required Courses	
A. General	6
ELRS 503 Methods of Research	3
Education Elective	3
B. Industrial Education Specialization	12
1. Required	
ISED 502 Curriculum Construction and Course Organization in Industrial Education	3
ISED 509 Industrial Education Facilities Planning	3
ISED 607 Research Seminar in Industrial Education (Full Year)	6
2. Electives	
Twelve semester hours approved by departmental advisor to be selected from ISED 501, 503, 504, 505, 606.	
II. Free Electives	4
Selected from among any 500 or 600 level course for which the student meets any departmental prerequisites or restrictions. Senior graduate (400 level) courses must be approved by the graduate advisor, when the official work program is developed.	
III. Comprehensive Examination	
A written comprehensive examination, scheduled twice each year during the Fall and Spring semester, is required of all candidates for the Master of Arts Degree within this program option.	

Minimum: 36 semester hours



## Certification

The department offers three forms of certification:

1. Supervisor
2. Cooperative Industrial Education Coordinator
3. Post-Baccalaureate
  - (a) initial field
  - (b) additional field

For more details, see certification section of this catalog or contact the department graduate advisor.

## INDUSTRIAL EDUCATION AND TECHNOLOGY

	Course Descriptions	Semester Hours
<b>ISED 502</b>	<b>CURRICULUM CONSTRUCTION AND COURSE ORGANIZATION IN INDUSTRIAL STUDIES</b> Development of industrial education courses of study and instructional materials.	<b>3</b>
<b>ISED 503</b>	<b>CONTEMPORARY PROBLEMS IN INDUSTRIAL STUDIES</b> Seminar group exploration of a current problem or issue in contemporary industrial education: a research, discussion, presentation format.	<b>3</b>
<b>ISED 504</b>	<b>INSTRUCTIONAL MATERIALS IN INDUSTRIAL STUDIES</b> The research, creation, development, and application of innovative industrial education methodology and instructional materials. Prerequisite: MEDI 400 or instructor's permission.	<b>3</b>
<b>ISED 505</b>	<b>SUPERVISION OF INDUSTRIAL STUDIES</b> Principles and practices discussed and evaluated in relation to supervisory techniques, budget supplies, inventories, maintenance, safety and upgrading of in-service teachers.	<b>3</b>
<b>ISED 509</b>	<b>INDUSTRIAL STUDIES FACILITIES PLANNING</b> Planning and equipment selection; practical application of architectural aspects, floor plan layouts, equipment selection, bid preparation and two- or three-dimensional models.	<b>3</b>
<b>ISED 512</b>	<b>INTRODUCTION TO TECHNOLOGY EDUCATION</b> This course is designed to provide the student with the concepts, content and methodology of technology education for application in grades K-12. The systems approach (biotechnology, physical technology and information technology) will be studied. Problem solving as a methodology will be emphasized. Students will participate in actual technology learning activities.	<b>3</b>
<b>ISED 606</b>	<b>INDEPENDENT STUDY INDUSTRIAL STUDIES I</b> Advanced individual study on problems beyond what can be accomplished in the classroom. Credit may be obtained for an approved industrial course of seminar related to the student's special area of interest. May be taken three times with the graduate advisor's approval, for a total of three semester hours. Prerequisite: ELRS 503 or instructor's permission.	<b>1-3</b>

A survey of industrial research, technical reports, centers, institutes, laboratories and material standards. The undertaking of an industrial research and development problem, reflecting the graduate students' area of concentration, and the preparation of a publishable technical report. To run a full academic year from September to June.

Prerequisite: ELRS 503.

Various practices for coordinating high school programs with needs of local industry. Emphasis on supervisory responsibilities within the school and cooperation required with public and private agencies.

LINGUISTICS

Chairperson: Dr. Alice F. Freed

Students seeking certification in Teaching English as a Second Language may take the courses listed below to satisfy state requirements. Students in other programs may elect Linguistics courses with their advisor's prior approval.

LINGUISTICS

Course Descriptions		Semester Hours
LNGN 520	APPLIED LINGUISTICS IN MINORITY EDUCATION	3
The applications of linguistics, psycholinguistics, and sociolinguistics to the teaching of languages. Topics include second-language teaching, teaching standard English to speakers of non-standard English, and the teaching of reading and writing.		
LNGN 540	LANGUAGE AND CULTURE IN MINORITY EDUCATION	3
Intended to develop an awareness in the student of the intimate connection between language, culture, and ethnic pride and identity. Study of the communication problems of bilingual children due to differences in the verbal and nonverbal patterns of communication, survey of the various instructional methods and models employed in teaching children from different linguistic and cultural backgrounds, and study of the correlation between language and socio-economic class.		

# MATHEMATICS AND COMPUTER SCIENCE

*Chairperson: Dr. Kenneth C. Wolff*

*Graduate Advisor: Dr. Helen M. Roberts*

The Department of Mathematics and Computer Science offers Masters degrees in Mathematics and Computer Science. In Mathematics, the Department offers the Master of Arts in Mathematics with four different concentrations. In Computer Science, the Department offers the Master of Arts in Computer Science, and the Master of Arts in Computer Science with two different concentrations.

## MASTER OF ARTS DEGREE IN MATHEMATICS

The Master of Arts degree in Mathematics has four different areas of concentration: computer science, mathematics education, pure and applied mathematics, and statistics. The master's degree in mathematics with a computer science concentration differs from the master's degree in computer science, which is described below. Concentrations require a certain specified number of credits in courses in a given area related to mathematics. The concentrations in computer science, pure and applied mathematics, and statistics provide students with the advanced material needed for positions of leadership in business, industry and government as well as for teaching at the high school level. The concentration in mathematics education will upgrade the skills of teachers and offers a special combination of courses in mathematics, mathematics education and mathematics education with computers. A Master of Arts degree in Mathematics with a concentration in Mathematics/Computer Science Education is currently being developed.

At present, out of the 29 full-time faculty members in the Department, 17 of the faculty are teaching graduate courses in pure and applied mathematics, mathematics education and statistics. The special interests of the faculty include algebra, analysis, applied statistics, combinatorics, graph theory, logic, mathematical modeling, mathematics/computer science education, methods and techniques of teaching mathematics, modeling in the biological, chemical and physical sciences, operations research, problem solving, representation theory, and statistical computing. Our faculty in mathematics education are known throughout the United States. A cooperative doctoral program between Montclair State College and Teacher's College Columbia University is available to qualified students in the mathematics education program. Further information on this program is available from the chairperson.

## ADMISSION REQUIREMENTS

The candidate for the Master of Arts degree in Mathematics must present an undergraduate major of at least 30 semester hours in mathematics from an accredited institution. Courses in a related area that have a substantial mathematics content may be submitted toward this requirement. Candidates whose undergraduate



preparation is deficient in either depth or breadth will be required to complete certain prerequisites which will not carry graduate credit. All students must meet the admission requirements for graduate study at Montclair State College.

A candidate for the Master of Arts degree in Mathematics must consult the graduate advisor of the department before matriculation since the choice of graduate courses should be adjusted to the level of preparation in undergraduate work. The student's work program (course requirements of a minimum of 33 semester hours) is prepared in consultation with the graduate advisor. Up to 6 semester hours can be taken at the 400 level. In order to be awarded a Master of Arts degree in Mathematics, a student will be required to have an overall 3.0 grade point average, as well as a 3.0 grade point average for courses taken in the Department of Mathematics and Computer Science. In addition a student must pass a comprehensive examination. The content of the examination is based on the degree option chosen. Students are required to have a 3.0 grade point average in order to be eligible to take the comprehensive examination.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN MATHEMATICS

### MA Mathematics Computer Science Concentration

	Semester Hours
I. Computer Science Courses .....	12
Three courses selected from:	
CMPT: 580, 581, 583, 586.	
One additional course selected from:	
CMPT: 570 to 597, or MATH: 560.	
II. Mathematics Electives .....	15
Courses selected from:	
MATH: 520 to 569, 580 to 595	
MATH: 420 to 469.	
At least 12 semester hours must be at the 500 level. MATH: 425, 426, either 431 or 436 and either 440 or 443 must be taken if equivalent courses have not been taken previously.	
III. Free Electives .....	6
IV. A comprehensive examination in Computer Science and a subspecialty selected from Algebra, Analysis or Statistics. The subspecialty dictates the choice of some of the Mathematics Electives.	

### MA Mathematics Mathematics Education Concentration

I. Mathematics Education .....	12
Four courses selected from:	
MATH: 510 to 517*, 570 to 579.	
with at least one course selected from each of the following three groups:	
Group A MATH: 570, 571, 572, 573	
Group B MATH: 574, 575, 579	
Group C MATH: 512 to 515*	

II.	Mathematics and/or Computer Science Electives .....	15
	Five courses selected from:	
	Algebra: MATH: 431, 531, 532, 535, 536	
	Analysis: MATH: 425, 426, 521, 522, 525, 526	
	Applied Mathematics Continuous:	
	MATH: 420, 560, 564, 566, 568	
	Applied Mathematics Discrete: MATH: 569, 580, 581, 584	
	Computer Science: CMPT: 570 to 597, MATH: 514*, 560	
	Geometry: MATH: 428, 450, 551, 554, 555	
	Statistics: MATH: 440, 441, 443, 540 to 549.	
	Courses must be taken in at least 3 of these 7 areas. At least 9 semester hours must be at the 500 level. MATH: 425 and 431 must be elected if equivalent courses have not been taken previously.	
III.	Free Electives .....	6
IV.	A comprehensive examination in Mathematics Education (based on courses in Groups A and B above) and a subspecialty selected from Algebra, Analysis, Computer Science or Statistics. The subspecialty dictates the choice of some of the Mathematics and/or Computer Science Electives.	

\*MATH: 514 may count for credit as a course in Group C under Mathematics Education or as a Computer Science course under Mathematics/Computer Science Electives but not in both areas.

**MA Mathematics  
Pure and Applied Concentration**

I.	Pure Mathematics .....	12
	Algebra: MATH: 531-532 or MATH: 535-536	
	Analysis: MATH: 521-522 or MATH: 525-526	
II.	Applied Mathematics .....	6
	Two courses selected from:	
	MATH: 560, 564, 580, 581, 584	
III.	Mathematics and/or Computer Science Electives .....	15
	In addition to any of the remaining courses listed above, any of the mathematics courses numbered 520 to 569, 580 to 595, including but not limited to:	
	MATH: 540, 541, 548, 566, 568, 569, may be selected.	
	Alternative electives (e.g. MATH: 420 to 469, CMPT: 570 to 597) are encouraged with prior written approval of the graduate advisor.	
	MATH: 425-426 must be elected if equivalent courses have not been taken previously.	
IV.	A comprehensive examination in Algebra, Analysis and Applied Mathematics.	

**MA Mathematics  
Statistics Concentration**

I.	Statistics Courses .....	12
	MATH: 541, 543, 544, 548	
II.	Mathematics and/or Computer Science Electives .....	15

Courses selected from:

MATH: 520 to 569, 580 to 595

CMPT: 570 to 597

MATH: 420 to 469

At least 12 semester hours must be at the 500 level. MATH: 425, 426 and either 440 or 443 must be taken if equivalent courses have not been taken previously.

- III. Free Electives ..... 6
- IV. A comprehensive examination in Statistics and a subspecialty selected from Algebra, Analysis or Computer Science. The subspecialty dictates the choice of some of the Mathematics and/or Computer Science Electives.

## MASTER OF ARTS DEGREE IN COMPUTER SCIENCE

The Department of Mathematics and Computer Science offers a Master of Arts degree in Computer Science, Master of Arts degree in Computer Science with a concentration in Applied Statistics or Applied Mathematics, and the Master of Arts degree in Mathematics with a concentration in Computer Science. The Master of Arts degree in Computer Science with a concentration in Computer/Mathematics Education is currently being developed.

The graduate program in computer science is designed for students interested in pursuing computer science theoretically as well as practically at an advanced level. The creation of concentrations within the M.A. in Computer Science allows for the study of complementary areas that are becoming computer intensive. (Concentrations within the M.A. in Computer Science are discussed below.) The program is designed to emphasize the foundations and concepts of computer science as well as to introduce students to the new and developing areas of computer science. The program develops concepts rather than just routine programming skills. Students are prepared for professional work in the design and implementation of software systems, data base systems, operating systems, artificial intelligence, expert systems, graphics, simulation and algorithms for discrete and continuous structures that will aid in the solution of problems encountered in the scientific and business sector. The curriculum is designed to allow students to develop the skills needed to achieve leadership positions in business, industry, and government in computer science or related fields where computer science has become an important tool. The program is also designed to prepare teachers of computer science at the middle school, high school and two year college levels.

In addition to offering the M.A. in Computer Science the Department of Mathematics and Computer Science also offers an M.A. in Computer Science with concentrations. Concentrations in Computer Science consist of taking 3 courses in a specialized area complementary to computer science, or in a computer intensive area. The Department of Mathematics and Computer Science offers a concentration in Applied Statistics and one in Applied Mathematics. A concentration in Computer/Mathematics Education is currently being developed.

The graduate program in computer science began in 1978. At present, out of the 29 full-time faculty members in the Department, 12 of the members are teaching computer science courses. The special interests of the faculty include algorithms, artificial intelligence, automata theory, complexity theory, data bases, expert systems, graphics, machine organization, architecture and hardware, man-



agement information systems, operating systems and telecommunications. The department has the advantage of having professional computer scientists as both faculty and visiting specialists. The visiting specialists are drawn from the aerospace, chemical, computer and pharmaceutical industries. This mix of faculty affords the students the opportunity to obtain an education in both the practical and theoretical aspects of computer science.

Montclair State College is one of the principal users of the New Jersey Educational Computing Network (NJEEN), a corporation which provides computing services to the state colleges. Through a laboratory containing 25 IBM 3179 type terminals and a remote job entry station, students can program on an IBM 3090 or an IBM 4381, in either conversational/interactive mode or batch mode. Software packages available through NJEEN include SAS and SPSS for statistical computing; FOCUS, and IDMS for data base management systems; IMSL (International Mathematics and Statistics Library) for mathematical and statistical problem solving; and LISP. Additional computer power is provided by two super-mini computers, a VAX 11/780 and a VAX 8200; a microVax II and a microVax III. These VAX's may be accessed from the VAX laboratory that contains a variety of DEC terminals or via the MSCNET (Montclair State College Network) from numerous remote sites. Software packages available through the VAX system include ADA, GPSS/VX, IMSL MATH/PROTRAN, LISP, Matrix, MAPLE, Mini-Dynamo, Minitab, PROLOG, SLAM II, and SMP. Facilities for graphics include a Silicon Graphics IRIS workstation, a Momentum graphics workstation, and a graphics plotter. In addition numerous IBM PS/2's, Macintoshes, Apples and various other microcomputers are available for student use. Outside dialup to both NJEEN and the MSCNET are available. Through NJEEN and BITNET software, we can communicate with colleges and universities around the world.

The M.A. in Computer Science, as well as the M.A. in Computer Science with a concentration in Applied Statistics and Applied Mathematics are all 33 credit programs. The computer science faculty has developed a sequence of courses that constitute a prerequisite program for students not having the appropriate background in computer science and/or mathematics (this program is discussed below). Upon satisfactory completion of the prerequisite program these students are admitted to the master of arts program.

## ADMISSION REQUIREMENTS

1. Applications must be submitted by March 1 in order to be guaranteed consideration for Fall Admissions. Applications submitted after March 1 will be considered on a space available basis.
2. Applicants must possess a bachelors degree from an accredited institution with either:
  - a. A major in computer science or mathematics
  - b. A major in science or engineering
  - c. Another major with an overall cumulative grade-point average of 3.0 (B) or other indications of the ability to complete the program.
3. Applicants must have taken at least 15 undergraduate mathematics credits including calculus, linear algebra, probability and discrete mathematics. Deficiencies in mathematics can be rectified by taking MATH: 501, 502, 503, which are accelerated Mathematics courses. When required, these will be "prerequisite courses" on the graduate work program. The sequence of pre-

requisites requires one year to complete, i.e., Fall, Spring and Summer semester.

4. Applicants must

- a. have knowledge of data structures and
- b. be proficient in the following computer programming languages:
  - i) FORTRAN or Pascal or PL/I
  - ii) Assembly Language

A two-semester course sequence in a language or one year's programming experience in industry will suffice for each of these requirements. Deficiencies in computer science can be rectified by taking CMPT: 505, 506, 507. These are accelerated computer science courses designed for the student to master the necessary concepts for the graduate program rather than just routine programming skills. When required these will be listed as "prerequisite courses" on the graduate work program. The sequence requires one year to complete, i.e., Fall, Spring, and Summer semester.

Applicants satisfying admission requirements but needing to make up work in the fundamentals of Mathematics and/or Computer Science (MATH: 501, 502, 503 and CMPT: 505, 506, 507) are granted deferred matriculation. Upon completion of the necessary courses with a minimum grade point average of 3.0, students will be granted full matriculation.

All students must meet the admissions requirements for graduate study at Montclair State College.

A candidate for the Master of Arts degree in Computer Science must consult the graduate advisor of the department before matriculation since the choice of graduate courses should be adjusted to the level of preparation in undergraduate work. The student's work program (course requirements of a minimum of 33 semester hours) is prepared in consultation with the graduate advisor. In order to be awarded a Master of Arts degree in Computer Science, a student will be required to have an overall 3.0 grade point average, as well as a 3.0 grade point average for courses taken in the Department of Mathematics and Computer Science. In addition a student must have a passing grade on a comprehensive examination. Students are required to have a 3.0 grade point average in order to be eligible to take the comprehensive examination.

Note: Courses MATH: 501, 502, 503 and CMPT: 505, 506, 507 are not to be counted among the 33 semester hours required for completion of the program.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN COMPUTER SCIENCE

### MA Computer Science

	Semester Hours
I. Computer Science .....	21
Required courses: CMPT: 580, 581, 583, 586	
Three additional courses selected from:	
CMPT: 570 to 597 and MATH: 560	

II.	Mathematics and/or Computer Science Electives .....	12
	Courses selected from:	
	CMPT: 570 to 597	
	MATH: 420 to 469	
	MATH: 520 to 569	
	MATH: 580 to 595	
	Substitutions allowed with prior written approval of the graduate advisor.	
III.	A comprehensive examination in Computer Science.	

MA Computer Science

Applied Statistics Concentration

I.	Computer Science .....	21
	Required courses: CMPT: 580, 581, 583, 586	
	Three additional courses selected from:	
	CMPT: 570 to 597 and MATH: 560	
II.	Applied Statistics .....	9
	Required courses: MATH: 541, 544, 548	
III.	Mathematics and/or Computer Science Elective .....	3
	Course selected from:	
	CMPT: 570 to 597	
	MATH: 420 to 469	
	MATH: 520 to 569	
	MATH: 580 to 595	
	Substitutions are allowed with prior written approval of the graduate advisor.	
IV.	A comprehensive examination in Computer Science based on the required computer science courses.	

MA Computer Science

Applied Mathematics Concentration

I.	Computer Science .....	21
	Required courses: CMPT: 580, 581, 583, 586	
	Three additional courses selected from:	
	CMPT: 570 to 597 and MATH: 560	
II.	Applied Mathematics .....	9
	Three courses selected from:	
	MATH: 560, 564, 566, 580, 581, 584	
III.	Mathematics and/or Computer Science Elective .....	3
	Course selected from:	
	CMPT: 570 to 597	
	MATH: 420 to 469	
	MATH: 520 to 569	
	MATH: 580 to 595	
	Substitutions are allowed with prior written approval of the graduate advisor.	
IV.	A comprehensive examination in Computer Science and based on the required computer science courses.	



# COMPUTER SCIENCE

## Course Descriptions

## Semester Hours

### **CMPT 505 FUNDAMENTALS OF COMPUTER SCIENCE I 4**

An introduction to programming using a structured high level language, design of algorithms, character strings, recursion, data structures, numerical computing. May not be used for credit by Mathematics or Computer Science majors.  
Prerequisite: Graduate advisor's permission.

### **CMPT 506 FUNDAMENTALS OF COMPUTER SCIENCE II 4**

A continuation of CMPT 505. Introduction to assembly language, addressing techniques, subroutine linkage, input/output and macros. Introduction to computer organization including memory, logic design and computer architecture. May not be used for credit by Mathematics and Computer Science majors.  
Prerequisites: MATH 501, CMPT 505 and graduate advisor's permission.

### **CMPT 507 FUNDAMENTALS OF COMPUTER SCIENCE III 3**

A continuation of CMPT 505 and 506. Design and analysis of data structures, pointers, linked representations. May not be used for credit by Mathematics and Computer Science majors.  
Prerequisites: MATH 502, CMPT 506 and graduate advisor's permission.

### **CMPT 578 INTRODUCTION TO ARTIFICIAL INTELLIGENCE 3**

An introduction to artificial intelligence including representations of knowledge, problem solving, games, heuristics and backtracking, expert systems, theorem proving, the language LISP and Prolog.  
Prerequisite: CMPT 583

### **CMPT 580 MACHINE ORGANIZATION AND ARCHITECTURE 3**

Basic computer organization and design, digital functions, data representation, microprogramming, CPU organization, the Assembler language and addressing techniques.  
Prerequisites: CMPT 507, MATH 503 and graduate advisor's permission.

### **CMPT 581 SYSTEMS SOFTWARE DESIGN 3**

Assemblers, macroprocessors, linkers and loaders, introduction to compilers and run facilities.  
Prerequisite: CMPT 580.

### **CMPT 582 THEORY OF AUTOMATA AND FORMAL LANGUAGES 3**

Languages and grammars, finite automata and regular grammars, context free grammars, push-down automata, Turing machines, computability, deterministic languages, linear bounded automata and stack automata.  
Prerequisite: CMPT 507, MATH 503.

### **CMPT 583 COMPUTER ALGORITHMS I 3**

Algorithms: definition, design and analysis; sorting and searching techniques and introductory dynamic programming studied as algorithms with complexity theory and optimization techniques applied.  
Prerequisites: CMPT 507, MATH 503.

**CMPT 584 OPERATING SYSTEM DESIGN 3**

Design and implementation of operating systems, multiprogramming, multiprocessor, device management, scheduling, virtual memory, case studies.

Prerequisite: CMPT 581.

**CMPT 585 TOPICS IN COMPUTER SCIENCE 3**

Recent developments in the field. Topics such as Monte Carlo methods, graphics, expert systems, security, networks and special areas of applications.

Prerequisite: CMPT 580, instructor's permission.

**CMPT 586 INFORMATION RETRIEVAL AND SYSTEM DESIGN 3**

Random and sequential files. File organization and processing. Access methods, data bases, system dynamics, concepts and design of information systems. Case studies and applications.

Prerequisite: CMPT 507, MATH 503.

**CMPT 587 MICROCOMPUTERS AND INTERFACES 3**

Introduction to geneology, manufacture and hardware design of microprocessors, microcomputer architecture, instruction sets and programming, microcomputer peripherals and interfaces.

Prerequisite: CMPT 580.

**CMPT 588 COMPUTER ALGORITHMS II 3**

Dynamic programming, game trees and backtracking techniques, branch and bound, polynomial evaluation and fast Fourier transform algorithms; complexity and analysis, and optimization techniques will be applied. NP-hard problems and NP-completeness.

Prerequisite: CMPT 583.

**CMPT 589 COMPUTER SIMULATION OF DISCRETE SYSTEMS 3**

Introduction to simulation and discrete simulation models. Queuing theory and stochastic processes. Simulation methodology including generation of random numbers and variates, design of simulation experiments, analysis of data generated by simulation experiments and validation of models. Survey of current simulation languages and selected applications.

Prerequisite: CMPT 580.

**CMPT 590 COMPUTER SIMULATION OF CONTINUOUS SYSTEMS 3**

Computer simulation of continuous systems with emphasis on conservation principles and governing equations, numerical treatment of systems of algebraic and differential equations, the use of software packages and simulation languages, verification and validation techniques, and interpretation and presentation of results.

Prerequisite: CMPT 580.

**CMPT 591 COMPILER THEORY AND CONSTRUCTION 3**

Introduction to the formal description of programming languages, the theory of parsing, and the concepts and techniques used in the construction of compilers.

Prerequisite: CMPT 581.

**CMPT 592 DATA BASE DESIGN AND IMPLEMENTATION 3**

To develop in-depth understanding of data base concepts and issues. The major emphasis of the course is on the conceptual (logical) organization, retrieval and manipulation of data.

Prerequisite: CMPT 586.

**CMPT 593 STRUCTURE SYSTEM DESIGN AND ANALYSIS 3**

A study of the design of large scale computer systems relative to the constraints imposed by hardware, software and particular types of applications. Recent work in automated system design will be discussed.

Prerequisite: CMPT 586.

**CMPT 594 SOFTWARE ENGINEERING AND RELIABILITY 3**

This course will introduce the principles and methods for the design, coding and verification of software systems. Topics include software design techniques, programming methodology, programming testing, proving program correctness, software reliability, and software management.

Prerequisite: CMPT 593.

**CMPT 595 SEMINARS IN COMPUTER SCIENCE 1-4**

Guided study of selected topics in major field of interest.

Prerequisite: Instructor's permission.

**CMPT 596 PRINCIPLES OF DATA COMMUNICATION 3**

Physical and logical aspects of data communications: analog-digital, broadband-baseband, TDM-FDM, protocols, modulation techniques, hardware for communication.

Prerequisites: CMPT 580.

**CMPT 597 LOCAL AREA NETWORKS 3**

Fundamental issues and concepts underlying local area network (LAN) development via microcomputers: topology, transmission media and technology, error control, protocols.

Prerequisite: CMPT 596.

## MATHEMATICS

### Course Descriptions

### Semester Hours

**MATH 501 MATHEMATICS FOR COMPUTER SCIENCE I 4**

Sets, relations, functions, graphs, trees, propositional calculus, induction and recursion, applications to computer science. May not be used for credit by Mathematics or Computer Science majors.

Prerequisite: MATH 115 and graduate advisor's permission.

**MATH 502 MATHEMATICS FOR COMPUTER SCIENCE II 4**

A continuation of MATH 501. Introduction to linear algebra, vectors, matrices, eigenvalues, introduction to counting rules, probability theory, random variables, Poisson and binomial distribution, applications to computer science. May not be used for credit by Mathematics and Computer Science majors.

Prerequisite: MATH 501 and graduate advisor's permission.



**MATH 503 MATHEMATICS FOR COMPUTER SCIENCE III 3**

Differential and integral calculus, infinite series, applications to computer science. May not be used for credit by Mathematics and Computer Science majors. Prerequisite: MATH 115 and graduate advisor's permission.

**MATH 510, 511 WORKSHOP IN MATHEMATICS 3 each**  
**EDUCATION I, II**

Specific contemporary topics and current issues in the junior and senior high school.

Prerequisite: Permission of graduate advisor.

**MATH 512 COMPUTER SCIENCE CONCEPTS FOR MIDDLE 3**  
**SCHOOL TEACHERS**

This course offers the middle school teacher an opportunity to prepare and evaluate problem solving activities for classroom demonstration in the middle school using the microcomputer. BASIC programming will be studied as it relates to the specific examples being developed. The content and role of computer literacy units at this level will be presented. Minimal prior knowledge of BASIC is assumed. May not be taken for credit by Computer Science majors.

Prerequisite: Permission of the graduate advisor.

**MATH 513 COMPUTER SCIENCE CONCEPTS FOR HIGH 3**  
**SCHOOL TEACHERS**

This course is specifically designed to help high school mathematics teachers prepare to use the microcomputer as a tool in their classrooms. Topics include an introduction to computer literacy, elements of BASIC programming, the evaluation of commercial software, the appropriate use of the software and a survey of relevant professional literature. Minimal prior knowledge of BASIC is assumed. May not be taken for credit by Computer Science majors.

Prerequisite: Permission of the graduate advisor.

**MATH 514 ADVANCED PLACEMENT COMPUTER SCIENCE 3**  
**CONCEPTS WITH PASCAL**

This course is specifically designed to help senior high school teachers prepare to instruct the AP course in computer science. Topics include the problem solving process, good programming style, the syntax of Pascal, and their applications to computer science. Pascal will be a vehicle for classroom examples and outside class assignments. It will be used to discuss algorithms, data structures, procedures, program design, sorting and searching. Minimal prior knowledge of BASIC is assumed. May not be taken for credit by Computer Science majors.

Prerequisite: Permission of the graduate advisor.

**MATH 515 PROBLEM SOLVING FOR TEACHERS USING 3**  
**LOGO AND BASIC**

A hands-on introduction to a selection of BASIC and logo commands and programming techniques for problem solving in the mathematics classroom. Emphasis on use of procedures, recursive techniques and concepts of structured programming.

Prerequisite: Permission of graduate advisor. A minimum of one year of mathematics teaching experience.

**MATH 516 DATA STRUCTURES AND ALGORITHMS FOR TEACHERS 3**

A course for teachers to study data objects and their associated operations, and algorithms for their implementation. These data structures include arrays, stacks, queues, linked lists, and trees. Program analysis, applications such as sorting and searching techniques. Topics from discrete mathematics which apply to the subject matter. Comparison of some algorithms as they are implemented in Pascal and BASIC. May not be taken for credit by Computer Science majors.

Prerequisite: MATH 514.

**MATH 517 ASSEMBLER LANGUAGE AND MACHINE ORGANIZATION FOR TEACHERS 3**

This course provides the fundamental concepts of digital computer organization with emphasis on microcomputers. The objective of the course is to present the hardware/software interface emphasizing the perspective of the computer science teacher. Concepts which provide a firm foundation and understanding of computer basics for teachers using computers and teaching computer science will be stressed. May not be taken for credit by Computer Science majors.

Prerequisite: MATH 514.

**MATH 521, 522 REAL VARIABLES I, II 3 each**

Real number system, Lebesgue measure and integration, differentiation, Fourier series, LP, metric, normed vector, Banach and Hilbert spaces. The sequences 521, 522 and 525, 526 are usually offered in alternate years.

Prerequisite: MATH 426 for 521; MATH 521 for 522.

**MATH 525, 526 COMPLEX VARIABLES I, II 3 each**

Integration and differentiation in the complex domain, Cauchy's Theorem and integral formula, Laurent expansion, residues, elements of conformal mapping, series and product representations. The sequences 525, 526, and 521, 522 are usually offered in alternate years.

Prerequisite: MATH 426 for 525; MATH 525 for 526.

**MATH 531, 532 ASBSTRACT ALGEBRA I, II 3 each**

Basic algebraic structures including groups, rings, fields, modules and lattices. The sequences 531, 532, and 535, 536 are usually offered in alternate years.

Prerequisite: MATH 431 for 531; MATH 531 for 532.

**MATH 535, 536 LINEAR ALGEBRA I, II 3 each**

Vector spaces and linear transformations, including inner products, matrix representations, binary and quadratic forms, eigenvectors, canonical forms, and functions of matrices. The sequences 535, 536, and 531, 532 are usually offered in alternate years.

Prerequisite: MATH 335 for 535; MATH 535 for 536.

**MATH 537 MATHEMATICAL LOGIC 3**

Propositional and predicate calculus, model theory, Gödel's completeness theorems and decidability.

Prerequisite: MATH 425.

**MATH 540 PROBABILITY 3**

Sample spaces and events, combinatorial analysis, conditional probability and stochastic independence, random variables and probability distributions, expected value and variance, probability generating functions, continuous random variables.

Prerequisite: MATH 340.

**MATH 541 APPLIED STATISTICS 3**

Review of estimation and hypothesis testing for one sample and two sample problems; introduction to non-parametric statistics, and linear regression; fundamental principles of design, completely randomized design, randomized block design, latin square, and 2 factor designs.

Prerequisite: MATH 440 or 443.

**MATH 542 INTRODUCTION TO STOCHASTIC PROCESSES 3**

Generating functions, convolutions, recurrent events, random walk models, gambler's ruin problems, Markov chains and processes, time dependent stochastic processes, queuing theory and epidemic models.

Prerequisite: MATH 540.

**MATH 543 STATISTICAL THEORY 3**

Review of the normal, gamma and Chi-square distributions; sampling theory of the 't', and 'F' distributions, point estimation of one parameter, method of moments, minimum variance and unbiased estimators, maximum likelihood and interval estimation, testing hypotheses, Neyman-Pearson Lemma, likelihood ratio tests, power, bivariate normal distribution.

Prerequisite: MATH 440 or 443.

**MATH 544 STATISTICAL COMPUTING 3**

Computer systems for data analysis and data graphics, and intermediate level statistical methodology are investigated. Several statistical computing packages are utilized and evaluated.

Prerequisites: MATH 541 or 548, and CMPT 183.

**MATH 545 MULTIVARIATE ANALYSIS 3**

Analysis and multiple response variables simultaneously; covariance and the multivariate normal distribution; MANOVA, discriminant functions, principle components and canonical correlations.

Prerequisites: MATH 541, 548.

**MATH 546 NON-PARAMETRIC STATISTICS 3**

Selected distribution-free tests and estimation techniques including sign, Kolmogorov-Smirnov, Wilcoxon signed rank, Mann-Whitney, Chi-square, rank correlation, Kendall's Tau, Kruskal-Wallis, Friedman, McNemar, and others.

Prerequisite: MATH 440.

**MATH 547 DESIGN AND ANALYSIS OF EXPERIMENTS 3**

Fundamental principles of design; fixed, random and mixed models; factorial designs; designs with restricted randomization; split plot design; confounding; fractional replication; experimental and sampling errors.

Prerequisites: MATH 541 or 548.



**MATH 548 APPLIED REGRESSION ANALYSIS 3**

Fitting equations to data; matrices, linear regression; correlation; analysis of residuals; multiple regression, polynomial regression; partial correlation; stepwise regression; regression and model building; regression applied to analysis of variance problems; introduction to nonlinear regression.

Prerequisite: MATH 440 or 443.

**MATH 549 SAMPLING TECHNIQUES 3**

Sampling and survey methodology; basic sampling theory; simple, stratified, random, cluster, systematic and area sampling. Sampling errors and estimation procedures.

Prerequisite: MATH 440 or 443.

**MATH 551 TOPOLOGY 3**

Basic point-set topology, topological spaces, homeomorphisms, compactness, connectedness, separation properties, uniformities, metrizability, introductory algebraic topology, homology groups and homotopy.

Prerequisite: MATH 425.

**MATH 554 PROJECTIVE GEOMETRY 3**

Projective planes and spaces are studied by synthetic and analytic approaches. Topics covered include the theorems of Desargues and Pappus, harmonic sequences, projectivities, coordinatization, finite planes and conics.

Prerequisite: MATH 335.

**MATH 560 NUMERICAL ANALYSIS 3**

Error analysis, interpolation and approximation theory, numerical solution of linear and nonlinear equations, numerical differentiation and integration, numerical solution of differential equations.

Prerequisites: CMPT 507, MATH 335, 425.

**MATH 564 ORDINARY DIFFERENTIAL EQUATIONS 3**

Linear and nonlinear equations, Green's functions, power series solutions, autonomous systems, existence and uniqueness, singularities, Sturm-Liouville systems.

Prerequisites: MATH 335, 420, 425.

**MATH 566 PARTIAL DIFFERENTIAL EQUATIONS 3**

First order equations, separation of variables, series solutions, hyperbolic, parabolic and elliptic equations, characteristics, transform methods.

Prerequisites: MATH 335, 420, 426 or equivalent.

**MATH 568 APPLIED MATHEMATICS I: CONTINUOUS 3**

Formulation, manipulation and evaluation of mathematical models of continuous systems. Topics selected from: conservation principles and the classical equations of mathematical physics, applications of the qualitative and quantitative theory of ordinary and partial differential equations, optimization, calculus of variations, stability theory, stochastic models.

Prerequisites: MATH 335, 340, 420, 425.

**MATH 569 APPLIED MATHEMATICS II: DISCRETE 3**

Introduction to the basic ideas of discrete mathematics and its applications. Counting principles, permutations, combinations, algorithms, complexity, graphs, trees, searching and sorting, recurrence relations, generating functions, inclusion-exclusion, the pigeonhole principle, chromatic number, eulerian chains and paths, hamiltonian chains and paths, flows in network, finite Markov chains.

Prerequisites: MATH 335, 340, 425.

**MATH 570 ADMINISTRATION AND SUPERVISION OF 3**  
**MATHEMATICS**

Problems of organization, administration and supervision in the mathematics program of the school. Functions, duties and qualifications of the supervisor investigated. Current problems and research findings.

**MATH 571 CURRICULUM CONSTRUCTION IN 3**  
**MATHEMATICS**

Contemporary proposals for the mathematics of grades K through 12. Consideration is given to the problem of implementation of current recommendations. Examination is made of mathematical concepts underlying various programs.

**MATH 572 TEACHING OF GENERAL MATHEMATICS 3**

Mathematics programs for the non-college bound high school student. Investigation of contemporary literature. Basic characteristics and needs of non-academic students, preparation and use of resource materials, classroom teaching techniques and methods of motivation. Emphasis on development of suitable curricula for non-academic students.

**MATH 573 MATHEMATICS MATERIALS FOR THE 3**  
**TEACHER OF MATHEMATICS**

Construction, adaptation and effective use of materials to improve the teaching of high school mathematics. Particular attention given to the overhead projector, aids, and models and to material for the mathematics laboratory and club activities.

**MATH 574 PROBLEM ANALYSIS IN SECONDARY 3**  
**MATHEMATICS**

Psychology and techniques of problem-solving. Discovery and heuristic methods. Intuitive and inductive reasoning in the solution of non-routine problems from high school mathematics. Problem formulation and solution.

Prerequisite: MATH 222.

**MATH 575 SELECTED TOPICS IN MATHEMATICS 3**  
**EDUCATION**

Selection of topics associated with secondary and early college years of mathematics investigated from an advanced point of view. Topics selected to give the teacher a professionalized subject matter viewpoint of such areas as algebra, geometry, number theory, real and complex analysis, probability and history of mathematics.

Prerequisite: MATH 222.

**MATH 579 APPLIED MATHEMATICS FOR THE SECONDARY SCHOOLS 3**

Applications of secondary and undergraduate mathematics and techniques for including these applications in the secondary curricula.

Prerequisites: More than one year of teaching experience, MATH 335, 340.

**MATH 580 COMBINATIONAL MATHEMATICS 3**

Arrangements and selections, binomial coefficients, Stirling numbers, generating functions, recurrence relations, inclusion-exclusion, Polya enumeration formula, combinatorial graph theory, combinatorial geometries.

Prerequisites: MATH 222, graduate advisor's permission.

**MATH 581 GRAPH THEORY 3**

Graphs, digraphs, and trees. Connectivity, separability, planarity, and colorability. Cliques, independent sets, matchings, flows and tours. Graphs as mathematical models; graph algorithms.

Prerequisites: MATH 222, 335, graduate advisor's permission.

**MATH 584 SELECTED TOPICS IN OPERATIONS RESEARCH 3**

An in-depth study of one or at most two topics in operations research, selected from linear programming and game theory, linear and nonlinear programming, queueing theory, inventory theory, simulation models.

Prerequisites: MATH 425, 440, 535; graduate advisor's permission.

**MATH 590 SELECTED TOPICS IN ADVANCED MATHEMATICS 3**

An in-depth study of a topic or topics selected from areas such as algebra, analysis, geometry, probability and statistics, and applied mathematics, with special emphasis upon recent developments in the field.

Prerequisites: MATH 426 and permission of graduate advisor.

**MATH 595 SEMINARS IN MATHEMATICS 1-4**

Guided study of selected topics in major field of interest.

Prerequisite: Instructor's permission.



# MUSIC

*Chairperson and Graduate Advisor: Dr. Donald Mintz*

Graduate study in Music offers three concentrations leading to the degree of Master of Arts: Performance, Theory/Composition and Music Education. Performance stresses applied music skills; Theory/Composition stresses creativity and the structure of music; Music Education stresses philosophical and practical approaches to the work of the music specialist in the American public school.

Although the study of music theory and of applied music is required of all graduate students, regardless of the concentration, each concentration provides for individualized course election in accordance with the background, needs and interests of the student.

Registration in applied music and theory is dependent on the placement examination administered by the Department; a student may not register for work in these areas until the examination has been taken and student is fully matriculated (see below under Admission Requirements).

## ADMISSION REQUIREMENTS

In addition to the general College admission requirements stated in this bulletin (see Admission to Graduate Study), all students must present an undergraduate major in music (or the equivalent) with at least 40 semester hours of work in theory, music history and private study in a performance medium. Courses in music education may be included as part of this background.

All applicants must demonstrate familiarity with musical vocabulary and literature and proficiency in the following: performing primary, sight singing, aural and written theory, score analysis, listening analysis, and piano secondary skills (keyboard harmony, sight-reading of chorale literature and the like). Audition literature in the primary medium must represent significant solo material from a variety of eras, one of which must be contemporary. Applicants majoring in orchestral instruments must also present significant passages from orchestral literature.

Applicants to the Theory/Composition concentration must submit a portfolio of compositions and/or analytical studies for consideration by the theory faculty. Applicants to the Performance concentration must present an undergraduate major in the primary medium (including at least six semesters of study plus a graduation recital) or professional experience satisfactory to the Music Department. Applicants to the Music Education curriculum must present a certificate in the teaching of music. Those who have not earned such a certificate will be assigned appropriate prerequisite coursework.

### Applied Music

Special regulations and procedures for the study of applied music are available from the Graduate Advisor. Tuition for the study of applied music is based on a special fee structure; information is available from the Registrar or the Department of Music.

Applied music may be taken for academic credit only after the student has passed the Department Audition and Placement Examination, and is fully ma-

triculated, and may be studied only with MSC faculty. Every course number for private lessons requires the written permission of the Graduate Advisor, the instructor and the Department Chairperson. These signatures should be obtained by July 1 (for those desiring study in the fall) or by December 1 (for those studying in the spring); the availability of applied music study to students who have not received approval by these dates cannot be assured. Lessons are normally not given in the summer.

No more than 2 semester hours of credit may be awarded for work in a secondary medium. "Music electives" or "electives" in the student's work program will not normally be used for private study, although they may be so assigned in certain instances.

All students studying Applied Music are expected to take jury examinations in each semester of applied music study in which a full recital is not given. The grade for the last semester of the sequence will not be given until all recital requirements are completed.

Graduate students who are taking applied music may be required to perform in ensembles and are encouraged to do so even when not required. Specifics on such performance may be obtained from the Department Chairperson, graduate advisor, and/or ensemble conductor. In most cases, credits earned can count toward the degree.

**Examinations**

All candidates for the degree of Master of Arts in Music must pass the Department's Comprehensive Examination, given each year in October and March. Applications for this examination must be made in writing to the Graduate Advisor by September 1 for the October examination and by February 1 for the March examination.

**REQUIREMENTS FOR THE MASTER OF ARTS  
DEGREE IN MUSIC**

**Note:** The 32 semester hours noted for each concentration are a minimum. Undergraduate transcripts and audition results may require additional undergraduate work before courses are begun, graduate work in excess of the minimum 32 semester hours, or both. Prerequisite undergraduate coursework may be followed by another audition for entrance to graduate study.

Concentration in Performance		Semester Hours
I.	Required Courses .....	18
	A. Private lessons in a performing medium .....	12
	B. Theory sequence MUCP 511/512 .....	6
II.	Electives in Music History or Music Literature .....	8
III.	Electives in Music .....	3
IV.	Humanities electives (art, language, literature, history, philosophy; may be at 400 level) .....	3
V.	Two recitals .....	0
	A. Each to include at least 60 minutes of music exclusive of intermissions or pauses	

- B. One must be public; the other may be public or before a faculty jury.  
Procedures are available from the Graduate Advisor for Music.

- VI. Comprehensive examination ..... 0  
(Voice majors and accompanying majors will be given language tests as well. Details are available from the Graduate Advisor.)

**Note:** Piano performance majors wishing to emphasize accompanying must arrange this with the graduate advisor.

### **Concentration in Theory/Composition**

- I. Required Courses ..... 23  
A. Applied Music, selected with approvals of instructor,  
Graduate Advisor and Department Chairperson  
from MUPR 500, 501, 502, or 503 ..... 4  
B. Theory sequence MUCP 511, 512 ..... 6  
C. Private study in composition (may be either creative  
or analytical work) MUCP 518, 519 ..... 6  
D. Seminar or independent study in Music History  
and research ..... 3  
E. Theory and composition ..... 4  
II. Humanities electives (art, language, literature, history,  
philosophy; may be at 400 level) ..... 3  
III. Music electives ..... 8  
IV. Composition and public performance of one of the larger forms  
for orchestra, vocal ensemble or chamber ensemble ..... 0  
V. Comprehensive examination ..... 0

### **Concentration in Music Education**

- I. Required courses ..... 16  
A. Applied Music, selected with approval of instructor,  
Graduate Advisor and Department Chairperson  
from MUPR 500, 501, 502, 503, or master classes ..... 4  
B. Education or Psychology (may be at 400 level) ..... 3  
C. Theory sequence MUCP 511, 512 ..... 6  
D. Seminar in Music Education MUED 603 ..... 3  
II. Music Education ..... 6  
III. Humanities electives (art, theatre, literature, history,  
philosophy; may be at 400 level) ..... 6  
IV. Music electives ..... 4  
V. Comprehensive examination ..... 0

### **Certification**

While some of the graduate courses listed in this catalog may be applied to certification as a teacher in the New Jersey public schools or as a Registered Music Therapist, the bulk of courses required by these certifications are available only at the undergraduate level. Certification is quite separate from a Master of Arts degree. Those interested should contact the Department of Music for an interview with the appropriate advisor prior to beginning the admission process.



# MUSIC

## Course Descriptions

## Semester Hours

### **MUED 500 WORKSHOP IN MUSIC EDUCATION 1-3**

Changing conditions in the schools and new methods and materials for in-service and pre-service teachers. Lectures, demonstrations. Literature and materials selected according to workshop focus.

Prerequisite: Permission of Graduate Advisor or Coordinator of Music Education.

### **MUED 518 MICROCOMPUTERS IN MUSIC EDUCATION 3**

A profile of a microcomputer music system, a history of microcomputers applications to music, a review of pre-college, collegiate, and professional music software, the BASIC's of music programming, a review of MIDI applications and MIDI keyboards, the use of interactive video disc in music, and the future of computer applications to music.

### **MUED 519 MUSIC LEARNING THEORY 3**

Study of sequential steps in learning musical concepts and skills by examination of research in musical content and its perception.

### **MUED 521 CREATIVE MOVEMENT AND DANCE 3** **EXPERIENCES FOR CHILDREN**

Investigating the principles of movement in relationship to the principles of music as a format for designing dance and movement experiences which enhance the music learning process. A focus on strategies appropriate for the elementary music classroom. Active participation. Field component. Midterm/final project.

### **MUED 527 PEDAGOGY OF THE VOICE 2**

Principles, materials, and techniques for teaching voice to individuals for groups, in school or studio situation.

### **MUED 550 MUSIC EDUCATION TECHNIQUES FOR 3** **HANDICAPPED CHILDREN**

Special education techniques as applied to music education, teaching music through movement and simple rhythm instruments. Covers all areas of a broad-based education program as it applies to K-12 populations with mild to moderate handicaps.

### **MUED 578 KODALY SYSTEM IN MUSIC EDUCATION 3**

Procedures for using Kodály materials and techniques in teaching music reading and comprehension.

Prerequisite: Majors only, or instructor's permission.

### **MUED 579 PROBLEMS AND MATERIALS OF 2** **INSTRUMENTAL MUSIC**

Evaluation of teaching experiences; problems of organizing instrumental music in school; literature for orchestra, band and small ensemble at various levels.

### **MUED 581 ORFF WORKSHOP I-CONCEPTS AND SKILLS 1-3**

Study of basic philosophy of the Orff Schulwerk through movement, melodic and rhythmic training, improvisation and the use of relevant instruments and materials.

**MUED 599 INDEPENDENT STUDY IN MUSIC EDUCATION 1-4**

Regularly listed courses pursued in greater depth, by arrangement with graduate advisor for music prior to registration. May be elected more than once during the program, but only one course per semester.

Prerequisite: Permission of instructor and Department Chairperson.

**MUED 600 INDEPENDENT STUDY IN MUSIC EDUCATION 1-4**

Individual pursuit of a research topic culminating in a written document of length and scholarly integrity independent of any course structure. The student's area of study and a course advisor must be arranged prior to the semester in which the student registers for independent study. Work for this course may cover two semesters. Student registers for the one in which the work will be completed.

Prerequisite: Permission of instructor and Department Chairperson.

**MUED 603 SEMINAR IN MUSIC EDUCATION 3**

Philosophies of music education and their application to the classroom. Investigation and application of techniques of research as they apply to music education.

**MUED 604 SUPERVISION AND ADMINISTRATION OF SCHOOL MUSIC PROGRAMS 3**

Functions and responsibilities of school music administration based on philosophies of music education, leadership styles and techniques of management and personal relationships.

**MUPR 500, 501, 502, 503 APPLIED MUSIC I, II, III, IV 1 each**

Fifteen half-hour lessons per semester, private instruction. Admission with permission of Graduate Advisor. Music fee.

**MUPR 504, 505, 506, 507 APPLIED MUSIC V, VI, VII, VIII 2 each**

Fifteen one hour lessons per semester, private instruction. Admission with permission of Graduate Advisor. Music fee.

**MUPR 508, 509, 510, 511 APPLIED MUSIC IX, X, XI, XII 3 each**

Fifteen one hour lessons per semester, private instruction. Admission with permission of Graduate Advisor. Music fee.

**MUPR 512, 513, 514 APPLIED MUSIC XIII, XIV, XV 4 each**

Fifteen one-hour lessons per semester, private instruction. Admission with permission of Graduate Advisor. Music fee.

**MUPR 515, 516 APPLIED MUSIC XVI, XVII 6 each**

Fifteen one-hour lessons per semester, private instruction. Recital required. Admission with permission of Graduate Advisor. Music fee.

**MUPR 531 ENSEMBLE: CHORUS 0-2**

Rehearsal and performance in conventional choral media. Admission by audition only. May repeat.

**MUPR 533 ENSEMBLE: OPERA WORKSHOP 0-2**

Rehearsal and performance of operatic repertoire in English or English translation. Admission by audition only. Auditions held in the semester prior to the one in which the workshop is offered. Open to pianists and singers. Can be repeated for credit.

**MUPR 535 ENSEMBLE: BAND 0-2**

Rehearsal and performance of band and wind ensemble literature. Admission by audition only. May repeat.

**MUPR 537 ENSEMBLE: ORCHESTRA 0-2**

Rehearsal and performance of orchestral repertoire. Admission by audition only. Can be repeated for credit.

**MUPR 539 MASTER CLASS IN MUSICAL PERFORMANCE: 2  
GERMAN VOCAL LITERATURE**

Coaching small groups in refinements of performance, including stylistic interpretation, programming, interpretative analysis, diction, etc. Open through audition to both singers and pianists.

Prerequisite: Permission of instructor.

**MUPR 540 MASTER CLASS IN MUSICAL PERFORMANCE: 2  
ITALIAN VOCAL LITERATURE**

Similar to MUPR 539, but focusing on Italian repertoire. Open through audition to singers and pianists.

Prerequisite: Permission of instructor.

**MUPR 541 MASTER CLASS IN MUSICAL PERFORMANCE: 2  
FRENCH VOCAL LITERATURE**

Similar to MUPR 539, but focusing on French repertoire. Open through audition to singers and pianists.

Prerequisite: Permission of instructor.

**MUPR 542 MASTER CLASS IN MUSICAL PERFORMANCE: 2  
ENGLISH VOCAL LITERATURE**

Similar to MUPR 530, but focusing on English repertoire. Open through audition to singers and pianists.

Prerequisite: Permission of instructor.

**MUPR 543 MASTER CLASS IN MUSICAL PERFORMANCE: 2  
WOODWIND LITERATURE**

Coaching small groups in solo and small ensemble literature for woodwind instruments. Stress on stylistic interpretation, tone, balance and other refinements of performance. Open through audition. Pianists may register as accompanists, but must audition.

Prerequisite: Permission of instructor.

**MUPR 544 MASTER CLASS IN MUSICAL PERFORMANCE: 2  
BRASS LITERATURE**

Similar to MUPR 543, but focusing on brass repertoire. Open to pianists and brass players through audition.

Prerequisite: Permission of instructor.

**MUPR 545 MASTER CLASS IN MUSICAL PERFORMANCE: 2  
STRING LITERATURE**

Similar to MUPR 543, but focusing on string repertoire. Open to pianists and string players through audition.

Prerequisite: Permission of instructor.



- MUPR 547 MASTER CLASS IN MUSICAL PERFORMANCE: PIANO LITERATURE** 2
- Similar to MUPR 543, but focusing on piano repertoire. Open to pianists only, through audition.  
Prerequisite: Permission of instructor.
- MUPR 548 MASTER CLASS IN MUSICAL PERFORMANCE: PERCUSSION LITERATURE** 2
- Similar to MUPR 543, but focusing on percussion repertoire. Open to percussionists through audition.  
Prerequisite: Permission of instructor.
- MUPR 550, 551, 552, 553 CHAMBER ENSEMBLE PERFORMANCE I, II, III, IV** 1 each
- Participation in instrumental or vocal ensembles. Pre-registration may be required. One ensemble per course number. May be repeated for credit.  
Prerequisite: Departmental permission.
- MUPR 590 PIANO IMPROVISATION** 2
- Development of keyboard skills, and ear-training clinical improvisation.  
Prerequisite: MUPR 3104.
- MUPR 599 INDEPENDENT STUDY IN PERFORMANCE** 1-4
- Regularly listed course work pursued in great depth, by permission of graduate advisor for music prior to registration. May be elected more than once during the program but only one course per semester.  
Prerequisites: Permission of instructor and Department Chairperson.
- MUPR 600 INDEPENDENT STUDY IN PERFORMANCE** 4
- Individual pursuit of a problem of performance or an aspect of musical repertoire, culminating in a performance and appropriate written work. Arranged with the graduate advisor for music and a course advisor appointed by him, prior to the independent study semester. May cover two semesters; student registers for the one in which the work will be completed.  
Prerequisite: Permission of instructor and Department Chairperson.
- MUHS 500 SELECTED TOPIC IN MUSIC I** 1.5
- Study of a specific area. May be taken a second time. 7 week course.
- MUHS 501 SELECTED TOPIC IN MUSIC II** 1.5
- Study of a specific area. May be taken a second time. 7 week course.
- MUHS 505 PERFORMANCE PRACTICE IN THE BAROQUE ERA** 3
- Study of problems of esthetics, notation, instrumentation, ornamentation and interpretation in vocal and instrumental music from the time of Caccini and Monteverdi through that of J. S. Bach and Handel.

**MUHS 553 JAZZ 3**

Jazz as an art form, its impact on music and other contemporary arts; the socio-logical impact on American and world culture. Examination of specific performance techniques.

**MUHS 554 DEVELOPMENT OF THE OPERA I 3**

Operas of the Baroque and Classical eras from Monteverdi through Beethoven; evolution of style, changing aesthetics, characterization and plot development and the cultural environment within which these developments have taken place.

**MUHS 555 DEVELOPMENT OF THE OPERA II 3**

Continuation of MUHS 554, examining operatic styles and representative works of the Romantic and Modern eras.

**MUHS 599 INDEPENDENT STUDY IN MUSIC HISTORY AND LITERATURE 1-4**

The undertaking of course work in one of the regularly listed catalogue courses of the department of Music (but not to include Applied Music) in depth greater than that normally pursued in the course. Students will arrange the nature of the work with the instructor prior to the second meeting of the course. Independent study may be elected more than once during the graduate program, but may apply to only one course per semester.

Prerequisite: Permission of instructor and Department Chairperson.

**MUHS 600 INDEPENDENT STUDY IN MUSIC HISTORY AND LITERATURE 1-4**

Individual pursuit of a research topic culminating in a written document of length and scholarly integrity independent of any course structure. May cover two semesters; student registers for the one in which the work will be completed.

Prerequisite: Permission of instructor and Department Chairperson.

**MUCP 511 THEORETICAL AND AURAL SKILLS IN MUSIC I 3**

Principles and practices of music construction, aural skills in manipulating pitch and rhythm, and related structural analysis. The total spectrum of music as a base, with specific techniques of pitch and rhythm approached from harmonic and contrapuntal standpoints. Primitive and simple folk idioms, modal counterpoint in two and three parts, diatonic tonal harmony in vocal and instrumental idioms, tonal counterpoint in two parts and free composition. Schenker analysis.

Prerequisite: Matriculation as music major or instructor's permission.

**MUCP 512 THEORETICAL AND AURAL SKILLS IN MUSIC II 3**

Continuation of MUCP 511. Complex non-western systems, modal and tonal imitative counterpoint in three and four parts, chromatic tonal harmony and expanded resources and techniques of the twentieth century.

Prerequisite: MUCP 511 or instructor's permission.

**MUCP 518, 519 PRIVATE STUDY IN COMPOSITION I, II 3 each**

Advanced work in musical composition in forms and genres determined jointly by teacher and student. Fifteen private lessons per semester.

Prerequisites: Departmental permission. Music fee.

**MUCP 520, 521 PRIVATE STUDY IN COMPOSITION 3 each**  
III, IV

Advanced work in various genres and forms of instrumental and/or vocal music.  
Prerequisites: Departmental permission. Music fee.

**MUCP 525 KEYBOARD HARMONY FOR PIANO MAJORS I 1**

Skills pianists will need as professional performers, therapists, and educators. Harmonization, transposition, improvisation, realization of figured bass, reduction of open scores and sightreading.

**MUCP 526 KEYBOARD HARMONY FOR PIANO MAJORS II 1**

Continuation of MUCP 525.

Prerequisite: MUCP 525.

**MUCP 599 INDEPENDENT STUDY IN THEORY/COMPOSITION 1-4**

Individual work performed in connection with a regularly scheduled course but in greater depth than normally required by that course.

Prerequisite: Permission of instructor and Department Chairperson.

**MUCP 600 INDEPENDENT STUDY IN THEORY/COMPOSITION 1-4**

Individual pursuit of a research topic culminating in a written document of length and scholarly integrity. May cover two semesters; student registers for one in which the work will be completed.

Prerequisite: Permission of instructor and Department Chairperson.

**MUTH 500 PSYCHOLOGY OF MUSIC 3**

Integration of psychological foundations of music with emphasis on their relationships to music therapy. Study of theories of psychotherapy, emotional content of music, musical meaning, testing for musical abilities, music learning.

Prerequisites: Two undergraduate music courses and one course in psychology.

**MUTH 510 GROUP MUSIC THERAPY EXPERIENCE 1.5**

Use of creative media to express and explore feeling and issues in a supportive and productive environment. Specific content to be determined by members and therapist. Group members may apply what they have experienced to their own client groups. May be repeated for credit.

Prerequisite: Graduate status; permission of instructor.

**MUTH 520 EXPERIMENTAL RESEARCH IN MUSIC 3**

Methods of experimental research in music and music therapy. Knowledge of experimental research techniques assumed. Emphasis is on using these skills to design and execute research projects.

Prerequisite: Knowledge of research and statistics required.

**MUTH 599 INDEPENDENT STUDY IN MUSIC THERAPY 1-3**

Regularly listed courses pursued in greater depth, by arrangement with the instructor prior to registration. May be elected more than once during the program, but only one course per semester.

Prerequisite: Permission of instructor and Department Chairperson.



**MUTH 600 INDEPENDENT STUDY IN MUSIC THERAPY 1-4**

Individual pursuit of a research topic culminating in a written document of length and scholarly integrity. May cover two semesters; student registers for the one in which the work will be completed. Written permission required.

Prerequisite: Permission of instructor and Department Chairperson.

**MUTH 601 THESIS 4**

Research and develop a topic of interest. Thesis may be experimental, theoretical, historical, or descriptive research.

Prerequisite: Graduate matriculation.

**MUTH 620 MUSIC THERAPY SEMINAR I: SEVERELY/  
PROFOUNDLY HANDICAPPED YOUTH 4**

Introduction to theoretical and applied skills in use of music therapy with severely/profoundly handicapped youth. Developmental framework, applied to review of relevant literature, normal music development related to social, cognitive, and motor development, development assessment, music therapy goal planning, music therapy activity with this population, incorporation of special education techniques, music therapy evaluation. Practicum included.

**MUTH 621 MUSIC THERAPY SEMINAR II: SEVERELY/  
PROFOUNDLY HANDICAPPED YOUTH 4**

Advanced theoretical and applied skills in use of music therapy with severely/profoundly handicapped youth. Developmental framework applied to review of relevant literature, normal music development related to social, cognitive, and motor development, developmental assessment, music therapy goal planning, music therapy activity with this population, incorporation of special education techniques, music therapy evaluation. Practicum included.

**MUTH 622 MUSIC THERAPY SEMINAR I:  
MILD/MODERATELY IMPAIRED YOUTH 4**

Introduction to combination of theoretical and applied skills in the use of music therapy with mild/moderately impaired youth. Developmental framework applied to review of relevant literature; on musical development related to social, cognitive, and motor development, developmental assessment, music therapy goal planning, music therapy activity with mild/moderately impaired populations, incorporation of special education techniques, music therapy evaluation. Practicum included.

**MUTH 623 MUSIC THERAPY SEMINAR II:  
MILD/MODERATELY IMPAIRED YOUTH 4**

Advanced theoretical and applied skills in the use of music therapy with mild/moderately impaired youth. Developmental framework applied to review of relevant literature on musical development related to social, cognitive, and motor development, developmental assessment, music therapy goal planning, music therapy activity with mild/moderately impaired populations, incorporation of special education techniques, music therapy evaluation. Practicum included.

**MUTH 624 MUSIC THERAPY SEMINAR I:  
ADULT PSYCHIATRIC**

**4**

Introductory theoretical and applied skills in the use of music therapy with adult psychiatric clients. Review of relevant literature on adult psychiatric clients with emphasis on rationale for approaches and treatment. Study of group literature. Music therapy sessions with emphasis on observation of behavior. Practicum included.

**MUTH 625 MUSIC THERAPY SEMINAR II:  
ADULT PSYCHIATRIC**

**4**

Advanced theoretical and applied skills in the use of music therapy with adult psychiatric clients. Review of relevant literature on adult psychiatric clients with emphasis on rationale for approaches and treatment. Study of group literature. Music therapy sessions with emphasis on observation of behavior. Practicum included.

## **NEW JERSEY SCHOOL OF CONSERVATION**

*Director: Dr. John J. Kirk*

The New Jersey School of Conservation is the Environmental Education Field Campus of Montclair State College and is the largest college operated environmental center in the world. The School of Conservation is located fifty-seven miles from the main campus on a 240 acre tract located in the center of Stokes State Forest in Sussex County. Administratively, it is part of the School of Professional Studies.

The programs at the School of Conservation are designed to provide the students with a greater understanding and appreciation of the role natural areas play as part of a life support system. The resident programs provide environmental field experiences in the humanities, social studies, outdoor pursuits, and the sciences. Each academic year the school provides resident environmental education programs for over 9,000 elementary/secondary school students, and 2,000 teachers from 160 schools. There are also several field courses provided for graduate students. In addition, there are four weekend workshops held each academic year designed to train classroom teachers and youth leaders in environmental education curriculum development and field techniques for programs in environmental education. The workshops are held in September, February, April and June. Each workshop carries one semester hour of undergraduate or graduate credit. During the summer, the School offers several ten-day courses at the graduate level for teachers pursuing advanced degrees in environmental education and related fields.

**CNFS 460 PRACTICUM IN ENVIRONMENTAL EDUCATION 3**

This course is designed to provide teachers and supervisors with a background of experience and knowledge which will enable them to organize and conduct conservation education programs in their own communities. Using an extensive library of conservation education materials, students formulate teaching units, lists of teaching aids, and projects suitable for use in their own communities. Participating in conservation projects with the children in the demonstration camp furnishes a practical background for research and discussion.

**CNFS 495 WORKSHOP ON UTILIZING NATURAL ENVIRONMENTS 1**

To provide classroom teachers in all disciplines with experiences in using the natural environment to supplement classroom experiences. Opportunity for teachers to increase their knowledge of as well as skills in the techniques of incorporating the physical, biological, and socio-cultural components of the environment in their curricula will be emphasized through the use of small group lecture sessions held in the natural environment being described. Students are provided with the opportunity of administering and experimenting in each of four such environments out of a choice ranging from 15 to 20 specific subject areas.

**CNFS 496 FIELD STUDY IN HUMANITIES AND NATURAL SCIENCE 1**

Provides teachers in varied and diversified subject areas with an understanding of how the humanities and sciences may be taught in natural environments for the purpose of developing an environmental sensitivity.

**CNFS 497 FIELD STUDIES IN SOCIAL STUDIES AND OUTDOOR RECREATION 1**

Provides an understanding of how outdoor pursuits and social studies may be taught using natural environments to develop environmental sensitivity. Does not meet resident requirement.

**CNFS 499 ENVIRONMENTAL IMPACT OF RECREATION ON NATURAL AREAS 3**

Students will examine the impact of recreation on natural areas in four of New Jersey's major ecosystems: upland forest, pinelands, salt marsh and barrier beach. On-site visits to a variety of natural areas will allow for comparison and contrast of heavily used sites with those which have been relatively undisturbed. Students will inventory the natural resources of each site and will use their inventories to develop "Recreation Impact Statements." First-hand knowledge of the four ecosystems will be gained by camping in or near each area.

**CNFS 500 CURRICULUM DEVELOPMENT IN ENVIRONMENTAL EDUCATION 3**

The historical, philosophical and conceptual aspects of developing a K-12 environmental education curriculum. The focus is on the four major curriculum areas: humanities, social studies, science and outdoor pursuits, with proposed activities for the classroom, school grounds, community and natural areas, intended to enhance the student's awareness of environmental problems and their possible solutions.



**CNFS 501 OUTDOOR TEACHING SITES FOR ENVIRONMENTAL EDUCATION 3**

This field-oriented course will include a working definition of outdoor environmental teaching sites as they relate to current developments in environmental education. Also incorporated, through lecture, discussion, and field activities will be pertinent information on the philosophy, design, construction, and use of outdoor environmental teaching sites, with special emphasis on sites which can be developed on land areas adjacent to schools.

**CNFS 502 AMERICAN HERITAGE SKILLS 3**

This course will focus on the home life style for the American colonies from the 1600's to the 1800's. Various skills such as spinning, working with wool, natural dyeing, candle making, rug making, soap making, quilting and food processing will be demonstrated and students will have the opportunity to develop their proficiency in these areas. The colonial living skills will be integrated into a general overview of the two hundred year time period under consideration, rather than as isolated elements.

**CNFS 505 SOCIETY AND THE NATURAL ENVIRONMENT 3**

This field science course will focus upon interrelationships of a forest ecosystem. Soil, water, plants and animals found in a northeastern hardwood forest will be examined in detail and their relationship to humankind will be discussed and reviewed.

**CNFS 601 ADVANCED ENVIRONMENTAL EDUCATION SEMINAR 3**

The seminar is geared toward advanced students who want to examine, in depth, a selected topic related to current developments in environmental education. The seminar will choose a particular issue facing environmental education, develop a method for studying that issue, and produce a publishable work (e.g. curriculum materials or academic paper) related to the topic.

Prerequisites: CNFS 500, graduate status required.

**CNFS 609 INDEPENDENT STUDY IN ENVIRONMENTAL CURRICULUM DEVELOPMENT 1-4**

Teachers, who have participated in academic programs at the School of Conservation and wish to deepen their understanding of environmental education activities, may enroll in this independent study. In doing so, participants may develop an environmental education curriculum for a specific grade level, subject, discipline, or school district. Credit is dependent on the scope and depth of the program to be developed.

**CNFS 610 ADMINISTRATION AND SUPERVISION OF ENVIRONMENTAL FIELD STUDY 3**

This course is intended to provide an overview of administrative procedures in organizing and implementing a day or resident program in environmental education. Among the areas to be reviewed are: historical and philosophical perspectives, development of a field curriculum, staff selection and training, financial management, facility design and selection of equipment. Field trips to other centers will be included.

# PHILOSOPHY

## MASTER OF ARTS IN TEACHING MIDDLE SCHOOL PHILOSOPHY

*Director of the Institute for the Advancement  
of Philosophy for Children (IAPC): Dr. Matthew Lipman*  
*Director of IAPC Graduate Programs,  
Graduate Advisor: Dr. Ann-Margaret Sharp*

The master's program in philosophy for children is designed for candidates who have a liberal arts degree or its equivalent. In view of the growing awareness of the importance of reasoning to the educational process, and in view of the high regard in which the Philosophy for Children program has come to be held by educators internationally, proficiency in teaching children philosophy, as attested by this degree, will strongly recommend such individuals to elementary and secondary schools seeking teachers with proficiency in improving students' cognitive skills.

Students attend four semesters of which the first and final are summer residential sessions held off campus in a community setting. Students take 36 credits in philosophy for children, educational psychology, and sociological theory. An additional ten credits enables the student to acquire actual classroom experience teaching philosophy to children under supervision in local public schools and to analyze their teaching experience under the guidance of the professional staff.

Since the inception of this program in 1981, candidates from many foreign nations have participated in addition to students from various parts of the United States. Many of these students already held a master's degree in Philosophy before entering into this program. Among those who have successfully completed the program, some have gone on to Ph.D. programs in various universities, including the new Ph.D. Program in Philosophy for Children at Southern Illinois University; some have become Philosophy for Children coordinators in school districts; and some have become classroom teachers.

### Certification

Candidates may, if they choose, opt for K-12 certification in a discipline other than philosophy (since philosophy is not a certifiable discipline in most states). Before beginning the degree program, the student who chooses this option should identify the discipline in which certification is to be requested upon consultation with the graduate advisor. It is the student's responsibility to contact the departmental certification advisor in that discipline to determine which courses the student will need to take in addition to the 46 graduate-credit Program in Philosophy for Children. There is no reason why these courses could not be taken in advance of the student's residence at Montclair State College. The student will also be responsible for designing a work program with the director of the IAPC graduate programs, which will secure the approval of the certifying officer of the College, the Dean of the School of Professional Studies.

## Admission Requirements

Students should have a strong background in the liberal arts, with at least 15 undergraduate credits in traditional philosophy and 6 credits in psychology. Courses in the history of philosophy and logic are particularly desirable. Also required are an overall average of 3.00 in undergraduate work, Graduate Record Examination or Miller Analogies Test scores, and an interview. (The examination scores are waived in the case of individuals already holding a master's degree.)

## Examinations

All candidates for the degree must pass the IAPC comprehensive examination given each year at the end of the summer terminal session. Application for this examination must be made in writing to the Office of Graduate Studies by March 1st of the year in which the examination is to be taken. Candidates are examined in the teaching of reasoning, inquiry and concept formation skills, and in the relationship between the history of ideas and philosophy for children.

## REQUIREMENTS FOR THE MASTER OF ARTS IN TEACHING CONCENTRATION IN TEACHING MIDDLE SCHOOL PHILOSOPHY

Summer (one month off-campus residential session)

**Semester  
Hours**

PHLC	510	Teaching Philosophical Thinking I & II	6
PHLC	511	Teaching Philosophical Thinking III	3

Fall

EDFD	521	Contemporary Educational Thought	3
CURR	400	Teacher, School and Society	3
CURR	401	Senior Field Experience	1
CURR	521	Seminar: Problems of a Classroom Teacher	1
PHLC	512	Value Thinking Skills for Children	3
CURR	414	In-service Supervised Teaching I	4

Spring

EDFD	581	Foundations of Reflective Education	3
SOCI	560	Sociological Theory	3
PSYC	560	Advanced Educational Psychology	3
CURR	415	In-service Supervised Teaching II	4
PHLC	513	Social Thinking Skills of Children	3

Summer (one month, off-campus residential session)

PHLC	614	Scientific Thinking Skills for Children	3
PHLC	615	Foundations of Reasoning	3

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COMPREHENSIVE EXAMINATION



# INSTITUTE FOR THE ADVANCEMENT OF PHILOSOPHY FOR CHILDREN

## Course Descriptions

## Semester Hours

### **PHLC 510 TEACHING PHILOSOPHICAL THINKING I AND II 6**

This course aims to acquaint prospective teachers with reasoning skills that are employed in everyday conversation, reading, listening, and writing so as to prepare teachers to encourage children in the use of such skills. Course represents a range of inquiries which in traditional philosophy would be known as philosophy of language, metaphysics, aesthetics, ethics, philosophy of science, and epistemology. However, this content has been reconstructed to make it accessible to children.

### **PHLC 511 TEACHING PHILOSOPHICAL THINKING III 3**

The aim of this course is to assist prospective teachers to operationalize reasoning skills and to utilize certain aspects of philosophy of language, aesthetics, and epistemology for the enhancement of writing skills.

Prerequisite: PHLC 510.

### **PHLC 512 VALUE THINKING SKILLS FOR CHILDREN 3**

Prospective teachers are introduced to the techniques by which reasoning can deal with moral issues in the objective and impartial fashion known as ethical inquiry for children.

### **PHLC 513 SOCIAL THINKING SKILLS FOR CHILDREN 3**

This course will enable prospective teachers who have already taken the foundational course in philosophy for children to teach children to apply basic reasoning skills to the social studies. The program, therefore, represents an integration of philosophy, logic and social sciences. It is also a way of presenting the social studies as a discussion course in which the conceptual foundations of the behavioral sciences are reviewed and appraised.

Prerequisites: PHLC 510, 511.

### **PHLC 614 SCIENTIFIC THINKING SKILLS FOR CHILDREN: METHODS OF RESEARCH 3**

This course helps prospective teachers understand some of the ways in which thinking skills can be applied to basic concepts in the physical sciences. It, therefore, focuses upon the intersection between philosophy of science, scientific methodology, and educational research.

### **PHLC 615 REASONING FOR THE DISADVANTAGED 3**

Students will consider problems of cognitive functioning of disadvantaged children, especially in urban area. Attention will be given to children with learning disabilities. Special attention will be given to problems of linguistic interaction specific to the inner city and to identification of the educational and social factors responsible for lagging cognitive performance in the schools.

# PHYSICAL EDUCATION, RECREATION AND LEISURE STUDIES

*Chairperson: Professor Timothy Sullivan*

*Graduate Advisor: Dr. Ree K. Arnold*

The graduate program in Physical Education provides students the opportunity to pursue advanced study in the general field of physical education, and to develop competency in an area of concentration. Concentrations are offered in Teaching and Administration of Physical Education, Coaching and Sports Administration, and Exercise Sciences. The program is designed to develop and enhance competencies necessary for teaching in school programs, coaching of athletics, conducting individualized exercise programs, administration of physical education and/or athletics, and administration of specialized exercise programs in a non-school setting.

Both theoretical and practical approaches are emphasized throughout the program. In addition to course work in an area of concentration, all students complete a core of required courses including philosophical and sociological foundations of sport and physical education. Analytical skills are developed through a sequence of courses culminating in a research project. A written comprehensive examination is required of all degree candidates.

Facilities for research in motor learning, biomechanics and exercise physiology are provided in the Speidel Human Performance Laboratory. These facilities are available for classwork and independent research by students and faculty.

The Department of Physical Education, Recreation and Leisure Studies is a member of the Panzer School Council and is administered by the School of Professional Studies. The Master of Arts degree with a major in Physical Education has been offered at Montclair State College since 1964.

## ADMISSION REQUIREMENTS

All applicants must meet the basic admission requirements for graduate study at Montclair State College. Applicants for the concentrations in Teaching and Administration of Physical Education and Coaching and Sports Administration must have a bachelor's degree with a major in Physical Education. For the concentration in Exercise Sciences, a bachelor's degree with a major in Physical Education or a closely related area is preferred; evidence of coursework in anatomy and physiology, exercise physiology, and nutrition is required. Students lacking adequate preparation may be required to take additional coursework at the undergraduate level as a prerequisite to matriculation in the master's program.

# REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN PHYSICAL EDUCATION

**Semester  
Hours**

## I. Required Courses\*

PEMJ	575	Philosophical and Sociological Foundations of Sport and Physical Education .....	3
PEMJ	579	Analytic Methods in Physical Education .....	3
PEMJ	503	Research Methods in Physical Education .....	3
PEMJ	505	Research Seminar in Physical Education .....	1
PEMJ	603	Research Project .....	4
(Full year course, register in Fall only)			

\*Course 579 *must* be completed before 503 and both 503 and 505 *must* be completed *before* 603. In special cases 579 and 503 may be taken concurrently with permission of the instructor of 503.

## II. Concentrations

In addition to the required courses above, students are required to complete 15 semester hours in one of the following concentrations.

### A. Teaching and Administration of Physical Education

PEMJ	577	Administration and Supervision of Physical Education .....	3
PEMJ	530	Individualized Programs in Physical Education for the Handicapped .....	3
PEMJ	557	Perceptual-Motor Development in Physical Education .....	3
PEMJ	560	Physical Education Programs in a School Setting .....	3
PEMJ	556	Advanced Motor Learning .....	3

### B. Coaching and Sports Administration

PEMJ	508	Administration and Supervision of Athletics and Coaching .....	3
PEMJ	554	Orientation to Sports Medicine .....	3
PEMJ	555	Biomechanical Analysis of Movement and Sport Skills .....	3
PEMJ	556	Advanced Motor Learning .....	3
PEMJ	559	Applied Sport Psychology .....	3

### C. Exercise Sciences

PEMJ	540	Applied Exercise Physiology .....	3
PEMJ	541	Exercise Prescription and Programming .....	3
PEMJ	542	Applied Cardiac Rehabilitation .....	3
PEMJ	544	Administration of Specialized Exercise Programs .....	3
PEMJ	548	Practicum in Individualized Exercise Programs .....	*3-6

\*3 S.H. required; additional S.H. considered as elective credits, with approval of advisor.

## III. Free Electives

Six semester hours may be selected from the Physical Education offerings or from any discipline outside the field of physical education, provided



courses prerequisites are satisfied.

#### IV. Written Comprehensive Examination

All students are required to write a comprehensive examination during the last year of their work. The examination is given in March and October. Application forms are available in the Office of Graduate Studies and must be filed six weeks before the examination in the office of the Graduate Advisor in Physical Education. The examination consists of three parts covering research skills, knowledge in the concentration area and general aspects of Physical Education.

#### SUMMARY

Required Courses	14 s.h.
Concentration	15 s.h.
Free Electives	6 s.h.
Minimum	35 s.h.

Note: The following PEMJ courses are general electives within the program:

- 492 Selected Topics in Physical Education
- 516 Comparative Physical Education
- 531 Practicum in Physical Education for the Handicapped
- 550 Literature and Trends in Physical Education
- 552 Seminar in Current Problems in Athletics
- 553 Neurological Approach to Motor Learning and Performance

A list of suggested electives from other departments is available from the graduate advisor.

## PHYSICAL EDUCATION, RECREATION AND LEISURE STUDIES

Course Descriptions	Semester Hours
<b>PEMJ 503 RESEARCH METHODS IN PHYSICAL EDUCATION</b>	<b>3</b>
An introduction to the theory and methods of historical, descriptive and experimental methods of research in physical education. Topics include the nature of research, interpretation of data and design of research. Prerequisite: PEMJ 579 Analytic Methods in Physical Education.	
<b>PEMJ 505 RESEARCH SEMINAR IN PHYSICAL EDUCATION</b>	<b>1</b>
Provides for the examination of current research topics in physical education, sport, and exercise sciences. Each student will conduct an in-depth review and analysis of literature related to a specific research topic, and develop a formal research proposal. Prerequisite: PEMJ 503 and 579.	
<b>PEMJ 508 ADMINISTRATION AND SUPERVISION OF ATHLETICS AND COACHING</b>	<b>3</b>
Underlying principles and desirable practices from the point of view of the administrator and supervisor, and of the person supervised and subjected to administrative policies. Interviewing, observation, conducting conferences and administrative considerations.	

**PEMJ 516 COMPARATIVE PHYSICAL EDUCATION 3**

A comparative study of physical education to provide insight and greater understanding of programs in other countries. Such factors as the role of physical education, the similarities and differences in teacher preparation and the school curriculum between countries will be examined and compared in detail.

**PEMJ 530 INDIVIDUALIZED PROGRAMS IN PHYSICAL EDUCATION FOR THE HANDICAPPED 3**

This course will offer a pragmatic approach to the planning and implementation of programs in appropriate environments to meet specific needs of handicapped persons.

**PEMJ 531 PRACTICUM IN PHYSICAL EDUCATION FOR THE HANDICAPPED 3**

Practical experience with mentally retarded, emotionally disturbed, physically handicapped or sensory handicapped persons. Requirement is for 120 hours (including conference time).

Prerequisite: PEMJ 557 and instructor's permission.

**PEMJ 540 APPLIED EXERCISE PHYSIOLOGY 3**

This course provides an analysis of current research and theory regarding the short and long-term effects of exercise on the human organism. The student will learn to apply physiological principles to the development of exercise programs.

**PEMJ 541 EXERCISE PRESCRIPTION AND PLANNING 3**

This course provides the student the opportunity to develop competencies in assessment, prescription, monitoring and evaluation within the framework of exercise programming.

Prerequisite: PEMJ 540 Applied Exercise Physiology or permission of instructor.

**PEMJ 542 APPLIED CARDIAC REHABILITATION 3**

This course provides the student current information concerning principles and programs of cardiac rehabilitation in order to apply this knowledge to the conduct of such programs in a variety of settings.

Prerequisites: PEMJ 375 Foundations and Practices in Cardiac Rehabilitation or permission of instructor.

**PEMJ 544 ADMINISTRATION OF SPECIALIZED EXERCISE PROGRAMS 3**

This course provides information concerning principles of administration, staffing, facilities, equipment, and finance to prepare the student to administer specialized exercise programs in a variety of settings.

**PEMJ 548 PRACTICUM IN INDIVIDUALIZED EXERCISE PROGRAMS 3-6**

This course provides the student the opportunity for practical experience in the application of individualized exercise prescriptions for asymptomatic and/or symptomatic individuals in a variety of non-school settings.

Prerequisites: Completion of required courses within area of specialization in exercise sciences (12 sh) or permission of instructor.

**PEMJ 550 SURVEY OF LITERATURE AND TRENDS IN PHYSICAL EDUCATION 3**

Comprehensive survey of books, periodicals and other teaching materials in the field of physical education; outstanding authors and current leaders in physical education are studied.

**PEMJ 552 SEMINAR IN CURRENT PROBLEMS IN ATHLETICS 3**

The organization, planning and administration of intramural and interscholastic sports programs for men and women. Program development, scheduling, promotion and conduct of the program and personnel selection. Other persistent problems identified by the students will be discussed as will trends in such areas as sports media, coaching and officiating.

**PEMJ 553 A NEUROLOGICAL APPROACH TO MOTOR LEARNING AND PERFORMANCE 3**

The psychology of motor behavior, a neuropsychological approach, integrating neuropsychological and behavioral information as a beginning toward understanding motor behavior.

**PEMJ 554 ORIENTATION IN SPORTS MEDICINE 3**

New techniques, materials, modalities and problems related to the prevention and care of athletic injuries; current developments in the field; new conditioning concepts and activities for both the athlete and non-athlete.

Prerequisites: Courses in kinesiology, physiology of exercise and prevention and care of athletic injuries, or instructor's permission.

**PEMJ 555 BIOMECHANICAL ANALYSIS OF MOVEMENT AND SPORT SKILLS 3**

The examination of internal and external forces that act upon a human body and the effects produced by these forces during the performance of movement and sport skills. Application of techniques for measuring and diagrammatically representing these forces.

**PEMJ 556 ADVANCED MOTOR LEARNING 3**

Psychological learning theory and research related to physical activity and educational program situations. Application of research and theory to the teaching of physical education and sport.

**PEMJ 557 PERCEPTUAL MOTOR DEVELOPMENT IN PHYSICAL EDUCATION 3**

Current theories concerning the interrelationships of perceptual development and sensory-motor activity. Implications for school physical education programs.

**PEMJ 559 APPLIED SPORT PSYCHOLOGY 3**

This course provides an in-depth analysis of the theories and techniques of sport psychology. Student will learn how to apply these skills to the teaching and coaching situations in order to optimize the performance of students and athletes.

**PEMJ 560 PHYSICAL EDUCATION PROGRAMS IN A SCHOOL SETTING 3**

Current trends in activities programming and scheduling in physical education for grades K-12. Opportunities provided for students to work in their particular area of programming interest.

Prerequisite: A methods course in physical education.



**PEMJ 575 PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF SPORT AND PHYSICAL EDUCATION 3**

The historical development of modern physical education programs. The sociological factors affecting behavior in modern society applied to teaching and coaching situations.

Prerequisite: A course in the history and principles of physical education.

**PEMJ 577 ADMINISTRATION AND SUPERVISION IN PHYSICAL EDUCATION 3**

The role and responsibilities of the administrator in physical education. Theories and techniques of administration and management. The nature, purposes and techniques of supervision of teachers.

**PEMJ 579 ANALYTIC METHODS IN PHYSICAL EDUCATION 3**

An introduction to descriptive and inferential statistics, both parametric and non-parametric. Analytic methods will be applied to specific problems in physical education, and microcomputer programs will be used to analyze behavioral data.

**PEMJ 580 INDEPENDENT STUDY IN PHYSICAL EDUCATION 1-3**

An experience in the pursuit of study of topics which may be outside the scope of regular curricular offerings or may be an extension of a course or courses. A student may complete a maximum of three semester hours credit in independent study. Completion and approval of independent study application form required prior to registration.

**PEMJ 600 THESIS 3**

**PEMJ 603 RESEARCH PROJECT 4**

Guidance is provided in developing and conducting a research project in physical education. Each student is required to conduct an investigation of a specific problem and to submit a written report of the completed project to the faculty of the department of physical education. Full year course. Register fall only.

Prerequisite: PEMJ 503.

**PERL 532 THERAPEUTIC RECREATION 3**

The development, supervision and coordination of therapeutic recreation programs in various types of institutional and community settings.

Prerequisites: CS&D 581 or 586.

# PSYCHOLOGY

*Chairperson: Dr. Roland Siiter*

*Graduate Advisors: Dr. Paul Locher, Dr. Joan Silverstein*

There are two entirely separate Master of Arts degrees offered within this department. The MA in Psychology (with a track available in Industrial Psychology) is described immediately below. For the MA in Educational Psychology, see following pages.

## MASTER OF ARTS DEGREE IN PSYCHOLOGY

*Graduate Advisor: Dr. Paul Locher*

The Master of Arts in Psychology is designed primarily as an intermediate degree. This program prepares the student for advanced studies in many psychological fields such as developmental, experimental, learning, personality and counseling, school, and social psychology.

## ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State College.

In addition, applicants must meet the following departmental requirements.

1. 12 undergraduate credits in psychology including a course in statistics and a laboratory course in experimental psychology.
2. The Advanced Psychology Test of the Graduate Record Examination.
3. Approval by the departmental committee.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN PSYCHOLOGY

	Semester Hours
I. Required Courses .....	12
PSYC 510 Research Methods in Psychology .....	3
PSYC 520 Survey of Experimental Psychology .....	3
PSYC 550 Quantitative and Statistical Methods .....	3
PSYC 578 Psychological Tests and Measurements .....	3
II. Specialization courses .....	12
To be selected with the advice and approval of the Graduate Advisor.	
III. Free electives .....	6
To be selected with the approval of the Graduate Advisor.	
IV. Thesis PSYC 600 .....	4
Total semester hours: 34	

# CONCENTRATION IN INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY

*Graduate Advisor: Dr. Paul Locher*

The Industrial/Organizational Psychology Program is designed to prepare persons for work in business and industry as professional specialists in the application of psychological knowledge and techniques to the functioning of individuals in organizations. The program draws from many areas of psychology especially testing, statistics, experimental design, learning, motivation, and interpersonal relations.

## REQUIREMENTS FOR THE INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY CONCENTRATION

			<b>Semester Hours</b>
I.	Required Courses		15
	PSYC 510	Research Methods in Psychology	3
	PSYC 520	Survey of Experimental Psychology	3
	PSYC 550	Quantitative and Statistical Methods	3
	PSYC 578	Psychological Tests and Measurements	3
	PSYC 658	Seminar in Industrial/ Organizational Psychology	3
II.	Specialization		9
	PSYC 554	Psychology of Business and Industry	3
	PSYC 557	Theory and Application in Consumer Psychology	3
	PSYC 558	Personnel Psychology	3
	PSYC 570	Psychology of Human Factors	3
	PSYC 571	Organizational Psychology	3
III.	Thesis		4
	PSYC 600	Thesis	4
IV.	Electives: Psychology		Maximum of 6
	PSYC 552	General Social Psychology	3
	PSYC 553	Urban Psychology	3
	PSYC 563	Theories of Learning	3
	PSYC 568	Psychology of Group Dynamics	3
	PSYC 581	Motivation	3
	PSYC 582	Behavior Modification	3
V.	Electives: Other Departments		Maximum of 6
	To be selected with the approval of the Graduate Advisor.		
			Total Semester Hours: 37



# MASTER OF ARTS DEGREE IN 'EDUCATIONAL PSYCHOLOGY

*Graduate Advisor: Dr. Paul Locher*

The Master of Arts in Educational Psychology aims to increase the student's knowledge of the application of psychological theory to educational practice.

## ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State College. In addition, the applicant must have 12 undergraduate credits in psychology including a course in statistics and a laboratory course in experimental psychology, and be approved by the departmental committee.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATIONAL PSYCHOLOGY

		Semester Hours
I.	Required Courses .....	15
	PSYC 510 Research Methods in Psychology .....	3
	PSYC 560 Advanced Educational Psychology .....	3
	PSYC 561 Developmental Psychology .....	3
	PSYC 578 Psychological Tests and Measurements .....	3
	PSYC 660 Current Topics in Educational Psychology .....	3
II.	Electives: Psychology .....	15
	To be selected with the approval of the Graduate Advisor.	
	Possible areas of emphasis and relevant courses:	
	Learning	
	PSYC 503 Language and Communication .....	3
	PSYC 549 Psychology of the Adult Learner .....	3
	PSYC 550 Quantitative and Statistical Methods .....	3
	PSYC 563 Theories of Learning .....	3
	PSYC 570 The Psychology of Human Factors .....	3
	PSYC 573 Physiological Psychology .....	3
	PSYC 581 Motivation .....	3
	PSYC 582 Behavior Modification .....	3
	PSYC 583 Sensation and Perception .....	3
	Child-Developmental	
	PSYC 503 Language and Communication .....	3
	PSYC 555 Psychological Aspects of Poverty .....	3
	PSYC 563 Theories of Learning .....	3
	PSYC 564 Psychology and Education of Physically and Mentally Handicapped Children .....	3
	PSYC 565 Psychology and Education of Socially and Emotionally Handicapped Children .....	3

	PSYC	580	Personality .....	3
	PSYC	585	Psychoanalytic Theory .....	3
Clinical				
	PSYC	542	Topics in Human Sexuality .....	3
	PSYC	568	Psychology of Group Dynamics .....	3
	PSYC	580	Personality .....	3
	PSYC	582	Behavior Modification .....	3
	PSYC	585	Psychoanalytic Theory .....	3
	PSYC	593	Clinical Interviewing .....	3
	PSYC	645	Sexual Function and Dysfunction .....	3
	PSYC	667	Abnormal Psychology .....	3
	PSYC	670	Introduction to Psychotherapy .....	3
Social-Personality				
	PSYC	538	Ethnopsychology .....	3
	PSYC	547	Woman: A Cross-Cultural Perspective .....	3
	PSYC	552	General Social Psychology .....	3
	PSYC	553	Urban Psychology .....	3
	PSYC	555	Psychological Aspects of Poverty .....	3
	PSYC	568	Psychology of Group Dynamics .....	3
	PSYC	580	Personality .....	3
	PSYC	581	Motivation .....	3
	PSYC	585	Psychoanalytic Theory .....	3
III.	Electives: Other Departments .....			6
	To be selected with the approval of the Graduate Advisor.			
IV.	Thesis (Elective)			
V.	Comprehensive Examination			
	Minimum: 34 semester hours with Thesis option or 36 semester hours without Thesis option. Students who elect the Thesis option will take one less course in each Elective category (II and III).			

### **School Psychologist Certification (N.J. State Certificate)**

*Graduate Advisor: Dr. Joan Silverstein*

The School Psychologist Certification Program is designed to meet the need for school psychologists by offering an integrated sequence of courses and supervised school, clinical, and community experiences. In addition, if all appropriate requirements are met, the student in this certification program will receive either an MA in Psychology or an MA in Educational Psychology. See the latest information.

## **ADMISSION REQUIREMENTS**

All applicants must meet the admission requirements for graduate study at Montclair State College.

- In addition, applicants must meet the following departmental requirements.
1. 12 undergraduate credits in psychology including a course in statistics and a laboratory course in experimental psychology.
  2. The Advanced Graduate Record Examination in Psychology.

3. The Miller Analogies Test.
4. Four letters of recommendation.
5. Approval by the departmental committee. Final application date January 31 for following September and October 31 for following January.

## REQUIREMENTS FOR THE SCHOOL PSYCHOLOGIST CERTIFICATION PROGRAM

		Semester Hours
I.	Educational Foundations (Select 4 courses) .....	12
	EDFD 521 Contemporary Educational Thought .....	3
	PSYC 538 Ethnopsychology .....	3
	PSYC 553 Urban Psychology .....	3
	PSYC 555 Psychological Aspects of Poverty .....	3
	PSYC 560 Advanced Educational Psychology .....	3
	PSYC 660 Current Topics in Educational Psychology .....	3
	ANTH 535 Ethnology I .....	3
	SOCI 565 Sociology of Youth .....	3
II.	Education of the Handicapped .....	6
	PSYC 564 Psychology and Education of Physically and Mentally Handicapped .....	3
	PSYC 565 Psychology and Education of Socially and Emotionally Handicapped .....	3
III.	Testing and Clinical Techniques .....	24
	PSYC 510 Research Methods in Psychology .....	3
	PSYC 550 Quantitative and Statistical Methods .....	3
	*PSYC 574 Individual Intelligence Testing .....	3
	*PSYC 575 Projective Techniques I .....	3
	*PSYC 576 Projective Techniques II .....	3
	PSYC 578 Psychological Tests and Measurements .....	3
	PSYC 593 Clinical Interviewing .....	3
	*PSYC 610 Diagnostic Case Studies .....	3
	*PSYC 661 Practicum in School Psychology .....	3
	*PSYC 662 School Psychologist Externship .....	3
IV.	Personality and Behavioral Development .....	12
	PSYC 561 Developmental Psychology .....	3
	PSYC 563 Theories of Learning .....	3
	PSYC 573 Physiological Psychology .....	3
	PSYC 580 Personality .....	3
	PSYC 582 Behavior Modification .....	3
	PSYC 667 Abnormal Psychology .....	3
V.	Electives: Select courses to balance the program, with permission of graduate advisor.	

\*Admission to the course is subject to approval of graduate coordinator.

Minimum: 60 semester hours



# PSYCHOLOGY

## Course Descriptions

## Semester Hours

### **PSYC 503 LANGUAGE AND COMMUNICATION 3**

Influence of psychology, linguistics and biology on the learning and use of language. Psycholinguistics, language and thought, language disorders, development of communication, dialect differences.

### **PSYC 510 RESEARCH METHODS IN PSYCHOLOGY 3**

This course provides the essentials needed to read, understand and critically evaluate research reports. Students will also learn how to carry out the entire research process, starting with identifying the research problem and ending with a thesis or research report. Factorial analysis of variance and the major multiple correlational designs are explained.

Prerequisite: Undergraduate laboratory course in experimental psychology.

### **PSYC 520 SURVEY OF EXPERIMENTAL PSYCHOLOGY 3**

This course surveys current topics in human experimental psychology, emphasizing theory and empirical research. Topics will include sensation, perception, learning, memory, cognition, language and physiological psychology. This course must be taken in the first year of the program.

### **PSYC 538 ETHNOPSYCHOLOGY 3**

This is an interdisciplinary course on convergencies of theoretical and methodological concepts from psychology and anthropology. There is a cross-cultural focus on the relationship of culture to personality, cognition, stress, mental disorders, and aging. Cross-listed with ANTH 538.

Prerequisite: Undergraduate work in psychology or anthropology.

### **PSYC 542 TOPICS IN HUMAN SEXUALITY 3**

Selected topics will be chosen from biological, educative, social and/or psychological perspectives of human sexuality. These might include a focus on a particular sexual dysfunction or group of dysfunctions, genetic vs. environmental influences on sexual behavior, alternative life styles, etc. Topics will depend on recent studies in the field of human sexuality, student interest and/or faculty research.

### **PSYC 547 WOMAN: A CROSS-CULTURAL PERSPECTIVE 3**

The physiological and psychological aspects of women studied cross-culturally and their implications for today's society are the focus of this course. Morphological and psychological developments from conception to death in various cultures will be discussed, and inferences about the roles of women in our society will be made.

### **PSYC 549 PSYCHOLOGY OF THE ADULT LEARNER 3**

A variety of classical and modern learning theories-behavioristic, cognitive-developmental, and information-processing – are examined with the goal of having students understand the implications of these theories for training and teaching adult learners. Completion of one outside project involving theory application is required.

**PSYC 550 QUANTITATIVE AND STATISTICAL METHODS 3**

This course presents the theory and use of simple and factorial anova, regression, and covariance to analyze representative psychological data. The use of computer packages for analysis is included.

Prerequisite: An undergraduate psychology statistics course or equivalent.

**PSYC 551 MENTAL HEALTH ISSUES OF HISPANICS 3**

This course will familiarize the student with the personal, social, cultural and institutional forces that affect the mental health of hispanics and hispanic Americans and how these impact on treatment issues. The course will explore the heterogeneity of the hispanic groups in the United States and how these groups respond in a unique way to the various services offered in the community mental health community.

**PSYC 552 GENERAL SOCIAL PSYCHOLOGY 3**

This course surveys and analyzes the theoretical and empirical literature of modern social psychology. Among topics dealt with are the social psychology of the psychology experiment, attitude development and change, group processes and conflict, role theory, ecological psychology, socialization, organizations and work places, and a number of other themes and issues focused on the individual's relationship to the larger social structure.

Prerequisite: Undergraduate work in psychology or sociology.

**PSYC 553 URBAN PSYCHOLOGY 3**

This course offers a systematic exploration of the modern city and the interaction of physical and social/behavioral systems and their impact on urban life. Among those topics dealt with are major theoretical perspectives on the city, concepts of community in the contemporary city, the social psychology of city life, cognition in the city, and issues related to density, housing and urban planning and design.

**PSYC 554 PSYCHOLOGY OF BUSINESS AND INDUSTRY 3**

This course combines applied methodologies with content areas in Industrial Psychology. Survey methods, sampling techniques and quasi-experimental designs are applied to training, performance appraisal, employee attitude and program evaluation activities in organizations.

**PSYC 555 PSYCHOLOGICAL ASPECTS OF POVERTY 3**

Relationships between individual and group psychological factors and poverty as a major domestic issue are examined. Critical approaches to psychological theories of poverty and a general investigation of the dynamics of victimization will be explored. Among those topics dealt with are perceptions of the poor and the 'culture of poverty', the ideology of victim blaming, educational issues and poverty, housing, the nature of individual and group change, and poverty and personality.

**PSYC 556 ENVIRONMENTAL PSYCHOLOGY 3**

This course surveys the interaction of physical environments and human behavior. Among those topics covered are issues of causality, environmental metaphors, population density and crowding, environmental perception and cognition, the social psychology of place, architecture and behavior, issues in 'dwelling', competence and educational environments, technology, and people and the natural world.

**PSYC 557 THEORY AND APPLICATION IN CONSUMER PSYCHOLOGY 3**

The theories and assessment of consumer behaviors utilizing fundamental psychological principles will be emphasized. Students will undertake a field research project.

Prerequisite: An undergraduate course in statistics.

**PSYC 558 PERSONNEL PSYCHOLOGY 3**

Psychological methods and knowledge are applied to the personnel functions of industry. Emphasis is on major relevant social, economic and legislative changes which affect employment, including the impact of the civil rights and women's on fairness in employment.

**PSYC 560 ADVANCED EDUCATIONAL PSYCHOLOGY 3**

A comprehensive treatment of the cognitive and affective characteristics of the learner and the processes of learning and teaching provide the framework for this course. Behavioral, cognitive and information-processing theory are presented and their applicability to instructional strategies and classroom dynamics is discussed. Other areas included are the origins of individual differences including heredity and environment, early childhood education, cultural differences, student motivation, classroom management, measurement and evaluation, exceptional children and other topics.

**PSYC 561 DEVELOPMENTAL PSYCHOLOGY 3**

Philosophical, conceptual, theoretical and research issues pertinent to human development from prenatal life to adulthood are presented. The core conceptual issues of development, such as the nature-nurture controversy, the continuity-discontinuity issues, and the issue of stability-instability, are discussed, and their relationships to the major theories in developmental psychology are examined.

**PSYC 562 DYNAMICS OF HUMAN BEHAVIOR 3**

This course examines psychological adjustment processes, coping mechanisms, and mental health, given complex changing social forces. The course is designed for non-psychology majors.

**PSYC 563 THEORIES OF LEARNING 3**

The aim of this course is to provide the student with an understanding of modern learning theory, its historical context, theoretical ideas, research, and applications. To this end, the theoretical ideas of the major schools of learning – behaviorism, gestalt, cognitivism, and information-processing are reviewed.

**PSYC 564 PSYCHOLOGY AND EDUCATION OF PHYSICALLY AND MENTALLY HANDICAPPED CHILDREN 3**

The purpose of this course is to enhance the students' understanding of the psychological, social and educational implications of physical and intellectual disabilities in childhood and adolescence. Neurological impairment, mental retardation, visual and auditory deficits, speech and language disorders, and orthopedical handicaps will be discussed. This is not a methods course; however, educational practices and interventions will be included.



**PSYC 565 PSYCHOLOGY AND EDUCATION OF SOCIALLY AND EMOTIONALLY HANDICAPPED CHILDREN 3**

The purpose of this course is to provide students with theoretical and practical understanding of frequently encountered social and emotional pathologies of childhood and adolescence. Topics include depression, anxiety disorders, learning dysfunction, conduct disturbance, and psychosis. Although not a methods course, remedial and prevention techniques will be discussed.

**PSYC 568 PSYCHOLOGY OF GROUP DYNAMICS 3**

This course presents theories of group dynamics and illustrative application to understand personal, marital, political, industrial and professional life. Personal participation by the student in a group interactive process is required. The course is designed especially to help group leaders understand the complex underlying dynamic forces that influence our behavior in groups.

Prerequisite: Open only to matriculated graduate psychology students.

**PSYC 570 THE PSYCHOLOGY OF HUMAN FACTORS 3**

Psychological techniques will be applied to the problems that are encountered at the interface between human beings and modern technology. Topics include workplace design, computer systems, transportation systems, people in space, and control and display design.

**PSYC 571 ORGANIZATIONAL PSYCHOLOGY 3**

This course examines the psychological consequences of organizational structure, social norms and group processes. Areas covered include organizational development and change, leadership, motivation, and job satisfaction.

**PSYC 573 PHYSIOLOGICAL PSYCHOLOGY 3**

The physiological bases of normal and abnormal behavior with emphasis on the anatomy, physiology, and pathology of the human nervous system are discussed. Starting with the nerve cell, the course progresses through the receptors, spinal cord, cortical and subcortical structures, psychosurgery, biofeedback, and other topics.

**PSYC 574 INDIVIDUAL INTELLIGENCE TESTING 3**

Students learn how to administer, score and interpret individual intelligence tests. Theories of intelligence and the appropriateness of the tests of specific populations are discussed. Students administer and report on the three Wechsler Intelligence Scales and the Stanford-Binet.

Prerequisite: Approved certification candidacy in the school psychology program.

**PSYC 575 PROJECTIVE TECHNIQUES I 3**

The basic instruments of projective testing, particularly the Rorschach and the Thematic Apperception Test (TAT), are reviewed from the standpoints of basic research and the mechanics of administration and scoring.

Prerequisite: Approved certification candidacy in the school psychology program.

**PSYC 576 PROJECTIVE TECHNIQUES II 3**

This course involves advanced theoretical aspects and practical application of projective tests. Students are required to administer and score tests, and to analyze individual cases, including supervised cases at the college psychoeducational center. An introduction to report writing is provided. The major emphasis is on the Rorschach, the Thematic Apperception Test, and projective drawings. Other assessment instruments are also included.

Prerequisites: PSYC 574, 575, and approved certification candidacy in the school psychology program.

**PSYC 578 PSYCHOLOGICAL TESTS AND MEASUREMENTS 3**

This course surveys the theory, construction and application of psychological tests. Topics include the statistical concepts underlying measurement; reliability and validity; critical analyses of selected intelligence, ability and personality tests; evaluation and interpretation of test data in practical situations; and the role of testing in clinical, educational and remedial settings.

Prerequisite: An undergraduate psychology statistics course or equivalent.

**PSYC 580 PERSONALITY 3**

The objectives of this course are to provide a comprehensive summary of several major contemporary theories of personality including psychoanalytic, humanistic, behavioristic and cognitive approaches; to present the student with a conceptual framework to compare and evaluate each theory; to investigate relevant research; and to consider practical applications of each theory.

Prerequisite: PSYC 561.

**PSYC 581 MOTIVATION 3**

This course presents an overview of theory and research on human and animal motivation. Topics covered will be specific motives such as hunger, thirst, sex, aggression, altruism, achievement, and social motivation, as well as motivational aspects of ethology, cognitive dissonance, acquired drives, decision making, cognitive processes in motivation, and emotional arousal and expression.

**PSYC 582 BEHAVIOR MODIFICATION 3**

This course reviews applications of conditioning principles to changing human behavior in clinical, educational, occupational and community settings. Selected topics include operant and classical conditioning, social learning theory, token economies, experimental design, cognitive behavior modification, aversive control, cognitive restructuring, biofeedback, and ethical issues in behavior modification. The course is designed to enable students to construct and implement behavior modification programs.

Prerequisite: An undergraduate course in learning or the equivalent.

**PSYC 583 SENSATION AND PERCEPTION 3**

The full range of visual processing phenomena, from sensory processing to memory and thinking, is presented in this course. Topics covered include psychophysics. The physiological bases of vision, involvement of cognitive processes in perception, perceptual development, and psychoaesthetics. The course also examines hearing, the skin senses, smell and taste.

Prerequisite: An undergraduate experimental psychology course or instructor's permission.

**PSYC 593 CLINICAL INTERVIEWING 3**

This course integrates the theory and practice of clinical interviewing. The goals of this course are to facilitate the development of the student's listening, diagnostic, and therapeutic interviewing skills.

Prerequisite: 12 graduate credits in Psychology or related fields.

**PSYC 600 THESIS I 4**

Students attend a one-semester seminar to review the research process, develop individual research proposals under the supervision of faculty, present their proposals to the seminar, implement their proposals after approval by a faculty committee, report their research in a written M.A. thesis, and take an oral examination upon completion of the thesis. Students normally attend the seminar in a semester preceding registration for this course.

Prerequisite: Permission of thesis advisor.

**PSYC 610 DIAGNOSTIC CASE STUDIES 3**

This course provides integration of assessment and diagnostic skills within the context of school psychological services. Theoretical and practical issues of differential diagnosis are reviewed in depth. Communication of findings through written reports and oral feedback to significant parties is stressed. The development of intervention plans, including the individual educational program, are reviewed. In addition to other assignments, students work as supervised members of child study teams at the college psychoeducational center.

Prerequisites: Approved certification candidacy in the school psychology program, PSYC 576.

**PSYC 612 SPECIAL DIAGNOSTIC TECHNIQUES 3**

This course is designed for students who are already competent in basic individual assessment theory and methods. Recent advances in assessment theory and practice are discussed and the knowledge is applied through the administration of test batteries, the development of intervention strategies, and the writing of reports.

Prerequisites: PSYC 574, 575; permission of school psychology graduate advisor.

**PSYC 630 NONBIASED ASSESSMENT OF HISPANICS 3**

This course will provide an understanding of the various areas of empirical investigation related to issues in nonbiased assessment and to review the specific strategies that can be employed in the assessment of hispanic children and adults to reduce the probability of bias. Assessment will be viewed from the perspective of a multidimensional model of intelligence, with respect for linguistic and socio-cultural diversity and ethical responsibility.

**PSYC 645 SEXUAL FUNCTION AND DYSFUNCTION 3**

This course reviews current knowledge about sexual function and dysfunction. Theoretical approaches including psychoanalytic, mechanistic, social script, and data which support or disconfirm them will be studied. Major focus on most common dysfunctions including disorders of desire, excitement, orgasm. Other problems such as pedophilia, exhibitionism, fetishes will be covered. Although therapeutic approaches of Kaplan, Masters and Johnson, the cognitive behaviorists and others will be studied, course does not prepare students to be sex therapists or counselors.

Prerequisite: One graduate course in human sexuality or PSYC 667.



**PSYC 658 SEMINAR IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY 3**

This course covers the most recent advances, issues and problems in the field through technical literature, legislation, judicial decisions, research techniques, and consulting practice in order to provide knowledge and application skills. Each student critiques technical literature and reviews the development of topics in the field.

Prerequisite: Matriculation in the I/C program and completion of specialization courses.

**PSYC 659 SPECIAL TOPICS SEMINAR IN PSYCHOLOGY 3**

This course provides an in-depth view of important theoretical and methodological issues in various areas of psychology. It is designed to permit faculty with particular interests and expertise to provide students with a issue (or issues) in psychology.

Prerequisite: Completion of 15 or more credits in one's program or permission of instructor.

**PSYC 660 CURRENT TOPICS IN EDUCATIONAL PSYCHOLOGY 3**

Several important contemporary theoretical, applied and methodological issues in various areas of educational psychology are selected by the class for inclusion in the course. Seminar discussions focus on the critical evaluation of the recent literature in the areas selected.

Prerequisites: PSYC 510, 560, and matriculation in psychology.

**PSYC 661 PRACTICUM IN SCHOOL PSYCHOLOGY 3**

The student receives supervised experience in assessment, counseling and consultation procedures. The course is designed to increase the student's competence in psychological skills required in school settings.

Prerequisites: Approved certification candidacy in the school psychology program and permission of graduate advisor.

**PSYC 662 SCHOOL PSYCHOLOGY EXTERNSHIP 3**

Students serve as apprentice psychologists in cooperating school districts or agencies. A fully certified school psychologist, employed in the cooperating district, or an appropriate clinician and the college supervisor make periodic visits and conduct a series of seminars to be scheduled on campus.

Prerequisites: Approved certification candidacy in school psychology program and permission of graduate advisor.

**PSYC 663 INDEPENDENT STUDY 1-3**

The student conducts an individual project under the supervision of a professor in the department.

Prerequisite: Permission of instructor.

**PSYC 670 INTRODUCTION TO PSYCHOTHERAPY 3**

This course surveys theories, research and practices in individual and group psychotherapy, and introduces the student to various treatments for emotional maladjustment and behavioral pathology.

Prerequisite: Permission of instructor.,

# READING AND EDUCATIONAL MEDIA

*Chairperson: Dr. Joy Stone*

*Graduate Advisors:*

*Reading: Dr. Joseph Brunner*

*Dr. Maria Schantz*

*Dr. Joy Stone*

*Educational Media: Mr. Robert Ruezinsky*

The Department of Reading and Educational Media prepares professionals for leadership roles in education and provides services to the campus and community. In addition to the M.A. in Reading, course work leads to certification for Reading Teacher, Reading Specialist, Associate Media Specialist and Media Specialist.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN READING

### ADMISSION REQUIREMENTS

Provision is made in this program to matriculate students who have demonstrated interest and ability suitable to reading education. Applicants shall furnish acceptable evidence of talent appropriate for competence in reading instruction. Letters of recommendation from the school system superintendent or the school building principal will be acceptable. Final matriculation is the departmental decision; prerequisites will be determined by departmental advisement.

This program provides preparation for careers as:

- reading specialists and teachers in schools and recreational centers
- reading diagnosticians and instructors in hospitals and clinics
- reading consultants in business and industry
- reading research/development specialists in government agencies
- workshop leaders for publishing houses.

This program can also provide certification as:

- a New Jersey Reading Teacher
- a New Jersey Reading Specialist

### PROGRAM REQUIREMENTS

		Semester Hours
I.	Basic Professional Education .....	6
	ELRS 503 Methods of Research (required) .....	3
II.	Required Courses in Reading .....	12
	READ 500 The Nature of Reading .....	3
	READ 511 Case Studies of Reading Difficulties .....	3
	READ 513 Corrective and Remedial Reading I .....	3
	(written permission required)	

READ 505	Research Seminar in Reading	3
	(written permission required)	
III.	Elective Courses in Reading	6
	Students must take additional reading electives in order to meet specialization requirements.	
READ 501	Techniques of Reading Improvement in Secondary Schools	3
READ 502	Administration and Supervision of Reading Programs	3
READ 503	Literature for Adolescents	3
READ 504	Reading Needs for Adult Learners	3
READ 506	Reading Resources	3
READ 509	Teaching of Communication Skills	3
	(Open to M.A.T. and certification students only)	
READ 510	Field Experience in Reading	3
READ 512	Seminar in Reading Difficulties	3
READ 514	Corrective and Remedial Reading II	3
	(written permission required)	
IV.	Free Electives	6
	Any graduate courses offered by the College.	
V.	Additional Department Requirements	
A.	Supervised clinical experience within the framework of required courses and/or in addition to course work. Arrangements will be made to provide this experience in the Montclair State College Reading Center.	
B.	A written comprehensive examination, supplemented if necessary by an oral examination, or an equivalent comprehensive experience determined by the department.	
C.	A reading portfolio containing representative work and personal contributions in reading will be compiled by the student. This portfolio will be used to diagnose students' strengths and weaknesses as they progress through the program.	

Minimum: 33 semester hours

## TEACHER CERTIFICATION

Reading courses for initial certification in any teaching field are:

READ 407	Reading: Theory and Process	3
READ 408	Reading: The Content Areas	3

## PROGRAM LEADING TO THE READING SPECIALIST CERTIFICATE

Minimum Requirements: Initial teaching certificate, two years of teaching experience and a program of 30 hours of study. See advisor for further information.



- READ 407 READING: THEORY AND PROCESS 3**  
Designed for classroom and non-classroom personnel whose major responsibility is instructing students. Major focus will be on developing those skills, understandings and competencies in the nature of the reading process, in specific word recognition and comprehension strategies, and in classroom diagnostic techniques.  
Prerequisite: Junior or senior standing.
- READ 408 READING: THE CONTENT AREAS 3**  
Designed to enable content area teachers to understand the developmental nature of the reading process and employ specific techniques to facilitate and improve reading competencies.  
Prerequisite: Junior or senior standing.
- READ 500 THE NATURE OF READING 3**  
The foundations of reading: the nature of the reading process, readiness, beginning instruction, current practices in the teaching of reading in early childhood and elementary education, a reappraisal of the role of reading in a technological society.
- READ 501 TECHNIQUES OF READING IMPROVEMENT IN THE SECONDARY SCHOOL 3**  
The improvement of non-clinical reading difficulties in the content subjects. For the subject area teacher and the beginning reading specialist. Secondary school reading needs and specific suggestions for guiding the slow, average, and gifted student in a classroom situation.
- READ 502 ADMINISTRATION AND SUPERVISION OF READING PROGRAMS 3**  
The more complex aspects of organizing and administering reading programs: theory and techniques of leadership, program development, organization of in-service programs, developing a budget, methods of evaluation, etc. Essential background for reading specialists to establish or administer a functional school reading program.
- READ 503 LITERATURE FOR ADOLESCENTS 3**  
Background for the development of recreational reading programs in junior and senior high schools. Literature written for students, as well as literature intended to be read widely by adolescents, criteria for book selection, censorship, role of mass media, minority group identification through books, bibliotherapy, bibliographic tools, and the importance of the librarian.
- READ 504 THE READING NEEDS OF ADULT LEARNERS 3**  
For teachers of out-of-school youth and adults. Language learning and related psychological factors; methodology and reading instruction; literature and the reading program and innovations in reading instruction.
- READ 505 RESEARCH SEMINAR IN READING 3**  
Problems in the field of reading suggested by the educational events and trends, the members of the class, and the educational movements in New Jersey, the country, and the world. Each student will execute an individual research effort.  
Prerequisite: Written permission of advisor.

**READ 506 READING RESOURCES 3**

Software, hardware, multi-media and multi-sensory materials available in schools and in adjunct facilities; philosophic, psychological and academic considerations of reading resources. Video tape demonstrations of materials.

**READ 507 UNDERSTANDING READING COMPREHENSION 3**

This course provides for educators and others an understanding of the processes underlying the processing of visible language, particularly the types commonly found in written texts used in educational settings. The instructor will explore with the participants the affective, cognitive, linguistic, pragmatic, and textual variables pertaining to the formulation of meaning in reading. The eventual outcome of the course will be the creation of a conceptual framework for the comprehensibility of written materials couched in terms of the interaction among the reader, the text, and other pragmatic variables.

Prerequisites: READ 500, 501.

**READ 510 FIELD EXPERIENCE IN READING 3**

Agencies and programs dealing with reading. Students observe, participate and report activities of the agencies. For students in long-range research with limited teaching experience, who need additional field and clinical experience. Independent study.

Prerequisite: Permission of reading advisor.

**READ 511 CASE STUDIES OF READING DIFFICULTIES 3**

This is a basic course in learning the techniques for diagnosing reading difficulties; for diagnosing the most frequently used tests and inventories; the actual testing of a child with reading problems. Group and individual tests, survey and diagnostic tests, and standardized and informal tests; reporting to parents, schools and agencies. The course is geared to develop skills in diagnosing reading problems for individuals which will be used by the clinician for treating remedial and corrective students. Additional diagnostic hours arranged.

Prerequisite: READ 500 and instructor's permission.

**READ 512 SEMINAR IN READING DISABILITIES 3**

Significant problems in the field of reading disability; historical and emerging models used in reading diagnosis.

**READ 513 CORRECTIVE AND REMEDIAL READING PART I CAUSATION 3**

For advanced students and specialists involved in some aspect of remedial instruction. Part I investigation and interpretation of serious reading problems; causes of reading difficulties; techniques of remedial and corrective treatment. Part II selection and adaptation of suitable improvement devices, materials and ideas; intensive treatment in a practicum situation. Clients are drawn from the classes in the reading laboratory. Additional tutoring hours will be arranged.

Prerequisite: Written permission of the instructor required.

**READ 514 CORRECTIVE AND REMEDIAL READING PART II TREATMENT 3**

For advanced students and specialist involved in some aspect of remedial instruction. Part I investigation and interpretation of serious reading problems; causes of reading difficulties; techniques of remedial and corrective treatment. Part II selection and adaptation of suitable improvement devices, materials and ideas; intensive treatment in a practicum situation. Clients are drawn from the classes in the reading laboratory. Additional tutoring hours will be arranged.  
Prerequisite: Written permission of the instructor required.

**READ 600 WORKSHOP IN CONTEMPORARY ISSUES IN READING 1-3**

This workshop course will deal with contemporary issues in reading instruction, basic skills, literature, cultural literacy and critical thinking. Each workshop will be topic-specific. Faculty determine topic selection according to timely public policy issues and philosophical concerns. Collaborative research between workshop faculty and participants will be emphasized. Students may register for no more than six credits.

**EDUCATIONAL MEDIA**

The instructional media courses offered below are available as a sequence of study to meet the educational media specialist certification requirements. Persons wishing to prepare for one of the two certificates should arrange for a conference with the proper advisor.

A master's degree and either a standard New Jersey Teacher's Certificate or an Associate Educational Media Certificate are required as prerequisites to the issuing of the Educational Media Certificate. A bachelor's degree and a standard New Jersey's Teacher's Certificate are required as prerequisites to the issuing of the Associate Educational Media Specialist Certificate. Course descriptions for the related undergraduate program leading to this last certificate are provided in the undergraduate catalog.

The following senior graduate level courses are open to graduate students pursuing certification under the National Association of State Directors of Teacher Education and Certification standards for Educational Media Specialist and Associate Educational Media Specialist certification. Approval of graduate advisor is required for inclusion in a program of study.

MEDI	401	Fundamentals of Cataloging and Classification .....	3
MEDI	402	Reference and Bibliography for School Resource Centers .....	3
MEDI	403	Reading Materials for Children and Youth Selection and Evaluation .....	4

Course Descriptions			Semester Hours
<b>MEDI</b>	<b>401</b>	<b>FUNDAMENTALS OF CATALOGING AND CLASSIFYING EDUCATIONAL RESOURCES</b>	<b>3</b>

Covers principles involved in cataloging and classification of print and non-print materials according to established classification schemes. Extensive practice through laboratory experience provided.



**MEDI 402 REFERENCE AND BIBLIOGRAPHY FOR SCHOOL RESOURCE CENTERS 3**

An examination and analysis of basic reference materials with emphasis on those most useful in library resource centers. Encyclopedia, dictionaries, geographical and statistical sources as well as bibliographies are included.

**MEDI 403 READING MATERIALS FOR CHILDREN AND YOUTH (SELECTION AND EVALUATION) 3**

A study and evaluation of library materials provided by the modern school media center to meet the needs of youth. Extensive critical reading of books for children and young adults is required. Principles of book selection are emphasized and experience in the use of selection tools is provided. The point of view relates the library collection to the total school program.

**MEDI 500 MEDIA, TECHNOLOGY, AND LEARNING IN THE CURRICULUM 3**

The organizing and integrating of media in school curricula and other educational programs. Identifying instructional purposes and defining roles for technology and media in learning and teaching. Examining and comparing curriculum designs for their concordance with the procedures of technology in education. Selection and evaluation of materials.

**MEDI 520 PRODUCTION OF MATERIALS FOR MEDIA TECHNOLOGY 3**

For developing advanced proficiency in preparing audio, photographic, and graphic materials. Especially for persons charged with materials preparation in media centers. Laboratory instruction.

**MEDI 521 DESIGN OF INNOVATIVE CURRICULUM RESOURCES 3**

Emphasis system design, software, program development, creative development of media for special learning situations, basic design of programmed instruction and multi-media techniques.

Prerequisite: MEDI 520.

**MEDI 540 TELEVISION PRODUCTION IN EDUCATION 3**

Combination lecture, laboratory and seminar experiences in television, elements of television set design, functions of floor director, control room operations and basic television directing.

**MEDI 541 TELEVISION PROGRAMMING IN EDUCATION: INDEPENDENT STUDY 3**

Combination lecture, laboratory and seminar in programming, conceptual creativity, pre-planning, execution of ideas and evaluation of presentations. Selection and design of hardware.

Prerequisite: MEDI 540 or equivalent course, instructor's permission.

**MEDI 550 ADMINISTRATION AND SUPERVISION OF MEDIA IN EDUCATION 3**

Provides training for management of integrated instructional resources programs. Emphasis is on the practical day-to-day problems of control, production, acquisition, utilization, finance, staffing, organization and evaluation for the provision of media and technology in educational enterprises. Additional attention is given to community relationships and special services.

**MEDI 570 DEVELOPING MATERIALS FOR COMPUTER TECHNOLOGY IN TRAINING AND EDUCATION 3**

Design, organization and presentation of subject matter in computer based instruction. Emphasized user-friendly modes. Includes media insertion, storyboarding, flow design, pseudocoding, and pedagogical control. Investigates authoring systems and languages. Does not include programming training.

**MEDI 610 RESEARCH AND DEVELOPMENT SEMINAR IN INSTRUCTIONAL TECHNOLOGY AND RESOURCES 3**

A seminar on application of research findings to the design and utilization of instructional media and resources. Emphasis is on the extraction of practical utilization based upon research findings.

**MEDI 615 SUPERVISED FIELD EXPERIENCE FOR EDUCATIONAL MEDIA CERTIFICATION 3**

Students are assigned work within an educational media center, operating at the level and in the domain of their professional specialty. They work under an established administrator on some limited function of the position, approved through mutual agreement among the student, the administrator and the college supervisor. This experience is not to be construed as an internship, as it will not encompass the total job description of the media specialist. A written report on the activity will be approved by the administrator and presented to the college supervisor, who will evaluate the total experience.

## **SOCIAL SCIENCES**

### **MASTER OF ARTS DEGREE REQUIREMENTS**

The Master of Arts program in Social Sciences is designed to accomplish four main objectives:

1. To provide the opportunity for students to acquire advanced knowledge in one of the major areas of the social sciences and history.
2. To acquaint the student with the interrelatedness of these various fields as well as their relationship to other disciplines.
3. To familiarize students with the particular methodologies and specialized problems of his or her field.
4. To provide students with the background to do creative and independent work both during and after their graduate careers.

Specifically, the program offers advanced study in anthropology, economics, geography, history, sociology, and urban studies. Degree candidates do a major portion of their work and prepare for a final comprehensive examination in one of these concentrations. The program also provides flexibility for interdisciplinary study in certain areas and is designed mainly for students who wish to work toward the degree on a part-time basis.

While teachers seeking to keep up-to-date in their fields or preparing for specialized secondary school subjects will constitute an important segment of the graduate student body, degrees in the social sciences and history are increasingly

being pursued by (a) individuals seeking to change fields or professions, (b) individuals planning career advancement, and (c) individuals returning to the academic world after a hiatus of some time. A significant number of graduates of the program have pursued doctoral work successfully at major universities. The program's flexibility has also been utilized to enhance careers in business, government, politics, community service agencies, museum work, urban planning, etc. Student constituencies are able to achieve their respective purposes by following one of the tracks or specializations within the program.

Recognition of changing demands acts as a spur to further developments in the program. Thus some revision in the structure of the program's concentrations is currently being planned, and applied tracks in anthropology and sociology have been projected. Interested candidates should contact the chairperson of the appropriate department for information.

## ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the graduate program at Montclair State, candidates must present an undergraduate record showing a total of at least 30 semester hours in the social sciences and/or history. For candidates with weak undergraduate preparation in the field of concentration, prerequisite courses, not for graduate credit, may be required.

### ANTHROPOLOGY CONCENTRATION

*Graduate Advisor: Dr. Bertha Quintana*

	Semester Hours
I. Required Course .....	3
*ANTH 535 Ethnology .....	3
*Anthropology elective may be substituted for candidates with proper equivalent course experience.	
II. Anthropology Electives .....	12-15
ANTH 530 Anthropology of Institutional Life .....	3
ANTH 532 Anthropology of Cities .....	3
ANTH 534 Transmission of Culture .....	3
ANTH 536 Cultural Diversity .....	3
ANTH 537 Responding to Cultural Change .....	3
ANTH 538 Ethnopsychology .....	3
ANTH 539 Prehistoric North America .....	3
ANTH 540 Social Anthropology and History .....	3
ANTH 542 Contract Archaeology .....	3
ANTH 544 Development Anthropology .....	3
ANTH 547 Woman: A Cross-Cultural Perspective .....	3
ANTH 601 Independent Anthropological Research .....	3
III. Related Social/Behavioral Science and/or History Electives (Outside concentration area) .....	6-9
IV. Free Electives .....	6



V.	Reading Seminar and Comprehensive Examination .....	2
	ANTH 603 Independent study in preparation for written examination given in March and October. In special cases, candidates may register for Departmental 600, Thesis (4 semester hours) in lieu of the comprehensive examination.	
	Minimum: 32 semester hours	

**Modified Concentration**

(Recommended for students with undergraduate majors or minors in anthropology, or equivalent interdisciplinary backgrounds.)

With the approval of the graduate advisor, qualified students may develop modified concentrations in applied anthropology, cross-cultural studies, or ethnopsychology. Independent Anthropological Research (ANTH 601) and Reading Seminar and Comprehensive Examination (ANTH 603) are required courses for students in this category, together with courses appropriate to student needs and interests.

A maximum of 9 semester hours of senior-graduate courses may be elected with permission of the graduate advisor. Course descriptions may be found in the current undergraduate catalog: e.g.,

- ANTH 406 Anthropology of Aging and the Aged
- ANTH 410 Field Methods: Visual Anthropology
- ANTH 411 Archaeological Field Methods
- ANTH 413 Medical Anthropology
- ANTH 420 Internship in Anthropology

**ECONOMICS CONCENTRATION**

*Graduate Advisor: Dr. Harold D. Flint*

The Master of Arts in Social Science: Economics Concentration provides a study of economic theory within a programmatic framework that emphasizes the importance and interdisciplinary nature of the social sciences. Where appropriate, business oriented applications are developed; however, the primary purpose of the program is to develop a knowledge of economics which enhances the student's understanding of the formulation, evaluation and implementation of public decision making. Although an undergraduate major in Economics is not a prerequisite, candidates must present an undergraduate record with at least 30 semester hours in the social sciences and/or history. Candidates who do not meet minimum requirements may be required to enroll in certain prerequisite courses which do not provide graduate credit. Candidates interested in Economics as an area of concentration should contact the graduate advisor or the chairperson of the department for information.

		Semester Hours
I.	Required for all but undergraduate Economics majors:	
	ECON 501 Economics Analysis .....	3
II.	Economic Electives .....	12-15
	ECON 502 Financial Institutions and Monetary Policy .....	3

ECON	503	Economic Problems of the Third World	3
ECON	505	Aggregate Economics	3
ECON	508	Economics of Public Management	3
ECON	510	Urban Economics: Problems and Policies	3
ECON	533	Corporations and International Financial Markets	3
ECON	541	Foundations of Contemporary Economic Thought	3
ECON	542	Economic Fluctuations and Forecasting	3
ECON	543	United States in the World Economy	3
ECON	544	Government and Business	3
ECON	545	Economics of Labor	3
III.		Related Social/Behavioral Science and/or History	6–9
IV.		Free Electives	6
V.		Reading Seminar and Comprehensive Examinations	2
ECON	603	Independent study in preparation for written examination given in March and October.	
		Minimum: 32 semester hours	

## GEOGRAPHY CONCENTRATION

*Graduate Advisor: Dr. Harbans Singh*

It is highly recommended that candidates for the concentration in geography have an undergraduate major or minor in Geography or its equivalent from an accredited college or university. Candidates without this background may be required to make up deficiencies in their undergraduate programs.

		Semester Hours
I.	Required Courses	6
EUGS	520 Landscapes in Transition	3
EUGS	521 Research Methods	3
II.	Geography Electives	9–12
EUGS	501 Air Resource Management	3
EUGS	502 Problems in Economic Geography	3
EUGS	503 Culture Regions	3
EUGS	504 Pro-Seminar	3
EUGS	505 Human Environment	3
EUGS	509 Water Resource Management	3
EUGS	510 Urban Systems Analysis	3
EUGS	511 Urban and Regional Planning	3
EUGS	512 Transportation Analysis and Planning	3
EUGS	550 Urban Studies and Policy Analysis	3
EUGS	551 The Metropolitan Economy	3
EUGS	603 Reading Seminar in Geography and Urban Studies	2
EUGS	610 Urban Studies Seminar	3

Candidates for the Master of Arts degree may earn 6 semester hours of credit in 400 level or senior year undergraduate courses. Suggested or acceptable courses are as follows:

	EUGS	405	Computer Mapping	3
	EUGS	413	Geography of the Middle East	3
	EUGS	452	Geohydrology	3
	EUGS	409	Urbanization in World Perspective	3
	EUGS	423	Cultural and Resource Utilization	3
III.	Related Social/Behavioral Science and/or History Electives			6-9
IV.	Free Electives (outside the area of concentration)			6
V.	Reading Seminar and Comprehensive Examination			2
	EUGS	603	Independent study in preparation for written examination given in March and October. Candidates may register for departmental thesis (600) 4 semester hours in lieu of comprehensive examination.	
				Minimum: 32 semester hours

## HISTORY CONCENTRATION

*Graduate Advisor: Dr. Richard J. Barker*

				Semester Hours
I.	Required Courses			3
	HIST	501	New Interpretations in History	3
			or	
	HIST	502	History and the New Social Studies	3
II.	History Electives			12-15
	HIST	501	New Interpretations in History	3
	HIST	502	History and the New Social Studies	3
	HIST	511	Seminar in American Colonial History	3
	HIST	512	The American Revolution, 1763-1787	3
	HIST	513	Problems of the New Nation, 1789-1828	3
	HIST	514	Crisis American Nationalism, 1828-1876	3
	HIST	517	Age of Franklin D. Roosevelt	3
	HIST	518	Urban History: National Trends in N.J. Cities	3
	HIST	519	America Since 1945	3
	HIST	521	Civil War and Revolution in Chinese History	3
	HIST	522	Revolutionary Russia, 1905-1921	3
	HIST	523	History of Soviet Diplomacy	3
	HIST	524	History of American Business Leaders	3
	HIST	525	History of American Labor, 1870-1970	3
	HIST	526	The Industrialization of America, 1865-1900	3
	HIST	529	Europe of the Dictators, 1919-1939	3
	HIST	532	Modernization in Japanese Cultural History	3
	HIST	540	Europe as a World Civilization	3
	HIST	541	Asian Civilization-Comparative Cultural History	3
III.	Related Social/Behavioral Science Electives			6-9
IV.	Free Electives			6



V.	Reading Seminar and Comprehensive Examination	2
HIST	603 Independent study in preparation for written examination given in March and October. In special cases, candidates may register for Departmental 600 Thesis (4 semester hours) in lieu of the comprehensive examination.	
	Minimum: 32 semester hours	

**SOCIOLOGY CONCENTRATION\***

*Graduate Advisor: Dr. Barbara Chasin*

		Semester Hours
I.	Required Courses	6
	SOCI 560 Sociological Theory	3
	SOCI 568 Social Research Methods I	3
II.	Sociology Electives	12
	SOCI 500 Introduction to Applied Sociology	3
	SOCI 556 Computer Applications in Sociology	3
	SOCI 559 Sociology of Deviance	3
	SOCI 562 Social Change	3
	SOCI 563 Self and Society	3
	SOCI 564 Social Planning	3
	SOCI 565 Sociology of Youth	3
	SOCI 566 The Metropolitan Community	3
	SOCI 567 Power and Social Stratification	3
	SOCI 569 Seminar: Sociological Research Methods II	3
	SOCI 570 Independent Projects	3
	SOCI 571 Seminar: Sociological Inquiry	3
	SOCI 572 Selected Problems in Sociology	3
	SOCI 574 Sociology of Ethnic Relations	3
	SOCI 576 The Family as an Institution	3
	SOCI 577 Sociology of Poverty in the U.S.	3
	SOCI 578 Community Resources and Aging	3
	SOCI 579 Community Resources and Youth	3
	SOCI 581 Sociological Perspectives on Health and Medicine	3
	SOCI 582 The Sociology of Health Care Systems	3
	SOCI 584 The Sociology of the Criminal Justice System	3
	SOCI 585 The Sociology of Police	3
	SOCI 587 The Sociology of Juvenile Delinquency	3
	SOCI 588 Aging Individual in an Aging Society	3
	SOCI 589 Social Epidemiology	3
	SOCI 590 Sociology of the Lifespan	3
	SOCI 595 Internship in Applied Sociology: Crime and Justice	3
	SOCI 596 Internship in Applied Sociology: Aging	3
	SOCI 597 Internship in Applied Sociology: Health and Illness	3
	SOCI 598 Internship in Applied Sociology: Social Research and Policy	3
III.	Related Social/Behavioral Science and/or History Electives	6

IV.	Free Electives .....	6
V.	Reading Seminar and Comprehensive Examination .....	2
	SOCI 603 Independent study in preparation for written examination given in March and October. In special cases, candidates may register for Departmental 600 Thesis (4 semester hours) in lieu of comprehensive examination.	
	Minimum: 32 semester hours	

*\*Some courses listed here are part of new programming offerings. Interested students should contact the Sociology graduate advisor or chairperson regarding when specific courses will become available. Introduction to Applied Sociology (SOCI 500) will be a required course for these new programs.*

## URBAN STUDIES CONCENTRATION

*Graduate Advisor: Dr. Harbans Singh*

		Semester Hours
I.	Required Courses .....	9
	EUGS 550 Urban Studies and Policy Analysis .....	3
	EUGS 551 The Metropolitan Economy .....	3
	*EUGS 610 Urban Studies Seminar .....	3
	*To be taken only after the candidate has completed EUGS 550, 551 and 9 semester hours of Urban Studies electives.	
II.	Urban Studies Electives .....	9
	EUGS 504 Pro-Seminar .....	3
	EUGS 510 Urban Systems Analysis .....	3
	EUGS 511 Urban and Regional Planning .....	3
	EUGS 512 Transportation Analysis and Planning .....	3
	*EUGS 521 Research Methods .....	3
	ANTH 532 Anthropology of Cities .....	3
	ECON 508 Economics of Public Management .....	3
	ECON 510 Urban Economics: Problems and Policies .....	3
	HIST 518 Urban History: National Trends in North Jersey Cities .....	3
	PSYC 553 Urban Psychology .....	3
	SOSC 555 Psychological Aspects of Poverty .....	3
	SOCI 566 The Metropolitan Community .....	3
	SOCI 567 Power and Social Stratification .....	3
	SOCI 573 Sociology of the City Sub-Areas .....	3
	SOCI 574 Sociology of Cultural and Ethnic Groups .....	3
	SOCI 577 Sociology of Poverty in the U.S. ....	3
	SOCI 579 Community Resources and Youth .....	3
	<i>*Recommended</i>	

Candidates for the Master of Arts degree may earn 6 semester hours of credit in 400 level or senior year undergraduate courses. Suggested courses are the following:

EUGS	405	Computer Mapping .....	3
EUGS	427	Housing in America .....	3

EUGS	462	People and Cities: Comparative Urban Studies .....	3
EUGS	411	Problems in Urban Geography .....	3
EUGS	428	Planning for People .....	3
EUGS	460	Urban Planning .....	3
III.		Related Social/Behavioral Sciences and/or History	
		Electives .....	6
IV.		Free Electives .....	6

## SOCIAL SCIENCES

### Anthropology Course Descriptions

**Semester  
Hours**

#### **ANTH 530 ANTHROPOLOGY OF INSTITUTIONAL LIFE 3**

An analysis of the relationship between culture, society, personality and institutional life. Emphasis is placed on the relationship between formal organizations and public interests.

#### **ANTH 535 ETHNOLOGY 3**

A graduate introduction to the "science of peoples, their cultures and life histories as groups." Ethnographic and ethnological methodology and theory. Primarily for graduate students with limited or no previous course work in cultural anthropology.

#### **ANTH 536 CULTURAL DIVERSITY 3**

Descriptive, historical and theoretical anthropological works provide the basis for studying likenesses and differences among folk and urban cultures, their historic development, and interrelationships between differing aspects of culture.

#### **ANTH 537 RESPONDING TO CULTURE CHANGE 3**

Emphasis on the dynamics of cultural preservation, transmission, and change. Factors and conditions which retard and/or stimulate culture change are considered in transcultural perspective. A unit of study is devoted to the psychocultural consequences of rapid change.

#### **ANTH 538 ETHNOPSCHOLOGY 3**

This is an interdisciplinary course on convergencies of theoretical and methodological concepts from psychology and anthropology. There is a cross-cultural focus on the relationship of culture to personality, cognition, stress, mental disorders, and aging. Cross-listed with PSYC 538.

Prerequisite: Undergraduate work in psychology or anthropology.

#### **ANTH 542 CONTRACT ARCHAEOLOGY 3**

The course provides a comprehensive knowledge of cultural resource surveys. Included will be the study of the Federal and State legislation governing contract archaeology. Other topics include: ethics, reading engineering plans, interviewing local informants, conducting documentary research and discussing various sub-surface testing strategies. To gain practical experience, the student is required to prepare his/her own cultural resource survey.

Prerequisite: ANTH 205 or instructor's permission.



- ANTH 544 DEVELOPMENT ANTHROPOLOGY 3**  
 A critical review of theories of development with emphasis on anthropological contributions to development debates. Selected case study examination of the role of anthropologists in formulating, executing, and evaluating development programs and projects.
- ANTH 547 WOMAN: CROSS-CULTURAL PERSPECTIVE 3**  
 Physiological and psychological aspects of women studied cross-culturally, and their implications for contemporary society. Morphological and psychological development from conception to death in various cultures; inferences about the roles of women in American society.
- ANTH 601 INDEPENDENT ANTHROPOLOGICAL RESEARCH 3**  
 Under faculty guidance, the student works independently throughout the academic year on a delimited problem in anthropology. Course includes presentation of proposal, execution and write-up of research, and oral defense of findings.  
 Prerequisites: Permission of the graduate advisor and instructor.
- ANTH 603 READING SEMINAR IN ANTHROPOLOGY 2**  
 Required of all M.A. candidates concentrating in anthropology. Directed independent study in preparation for 3 hour comprehensive examination.

### **Economics Course Descriptions**

- ECON 501 ECONOMIC ANALYSIS 3**  
 The resource allocation and distribution of income implications of a market-oriented economy operating under various degrees of competition. Also analyzed are the determinants of consumer and market demand and the theoretical cost structure of firms.
- ECON 502 FINANCIAL INSTITUTIONS AND MONETARY POLICY 3**  
 This course analyzes the structure and functioning of the monetary and financial system. The component parts and the system as a unit will be examined as they interrelate to affect the economy. Topics include commercial banking system, federal reserve system, financial markets, financial intermediaries, determination of the level and structure of interest rates, and contemporary problems, both theoretical and applied, in the area of monetary policy.  
 Prerequisite: ECON 501.
- ECON 503 ECONOMIC PROBLEMS OF THE THIRD WORLD 3**  
 A survey of major economic problems of the Third World, examination of the economic structure of developing countries and of federal theories of economic development, critical evaluation of various policy alternatives for their development, analysis of possible economic relationships between First and Second Worlds with the Third World.  
 Prerequisite: ECON 501.

**ECON 505 AGGREGATE ECONOMICS 3**

This course develops contemporary macroeconomic theories to explain aggregate employment, national income and the levels of interest rates and prices. Along with developing various models, the course examines current research and reviews the economy's recent macroeconomic performance.

Prerequisite: ECON 501.

**ECON 508 ECONOMICS OF PUBLIC MANAGEMENT 3**

Application of capital theory in the decision making processes of government and alternative approaches to government project evaluation and important practical issues encountered by state development planners. Specific application of project analysis in the area of physical and human resource management such as water resource management, public health, and education.

Prerequisite: ECON 501.

**ECON 510 URBAN ECONOMICS: PROBLEMS AND POLICY 3**

The location of economic activities, the growth of cities and the origins of some urban problems in a market economy. Also discussed are the problems of location and congestion due to agglomeration and non-market phenomena.

Prerequisite: ECON 501.

**ECON 541 FOUNDATIONS OF CONTEMPORARY  
ECONOMIC THOUGHT 3**

Antecedents of current economic theory, economics as a cumulative science, the works of the creative economists, and the uses and limitations of economic theory.

Prerequisite: ECON 501.

**ECON 542 ECONOMIC FLUCTUATIONS AND  
FORECASTING 3**

Theories to account for variations in business activity, macroeconomic models and other forecasting approaches, economic fluctuations in the United States, proposals for reducing fluctuations, Harrod Domar model and other modern theories of growth.

Prerequisites: ECON 505.

**ECON 543 UNITED STATES AND THE WORLD ECONOMY 3**

Principles of international finance, international monetary relations and international trade. Discussion of contemporary international monetary and trade problems and policies. Discussion of the economic aspects of current American foreign policy.

Prerequisite: ECON 505.

**ECON 544 GOVERNMENT AND BUSINESS 3**

The evolution of government influences on the functioning of the American economy; the causes and consequences of government regulation and control, and the importance of economic analysis in the foundation of public policies.

Prerequisites: ECON 501.

**ECON 545 ECONOMICS OF LABOR 3**

Principal trends in the industrial and occupational distribution of labor; current developments in labor-management relations in both private and public sectors; market trends and institutional factors that determine employment, wage rates, fringe benefits, and industrial peace.

Prerequisites: ECON 501

**ECON 603 READING SEMINAR IN ECONOMICS 2**

Required of all masters degree candidates concentrating in Economics. This seminar entails directed independent study in preparation for a 3-hour written comprehensive examination.

**Geography and Urban Studies Course Descriptions**

**EUGS 501 AIR RESOURCE MANAGEMENT 3**

Spatial distribution of energy in the atmosphere treated in terms of national factors and man's induced changes (atmospheric pollution). Incoming sun energy as modified by man is traced through the atmosphere, vegetation, soil and water.

**EUGS 504 PRO-SEMINAR 3**

Research on selected problems which will vary according to instructor.

**EUGS 505 HUMAN ENVIRONMENT 3**

Discussion of population in relation to the physical environment; objectives and skills of numerous culture groups will be examined to clarify existing regional variations in the man-land relationship.

**EUGS 509 WATER RESOURCE MANAGEMENT 3**

The spatial patterns of the water resource both as surface water and ground water. Processes affecting availability and techniques of estimation are stressed. Prerequisite: ENVR 501.

**EUGS 521 RESEARCH METHODS 3**

Advanced research techniques, beginning with census reports, government surveys and reports from other agencies. Field research both cultural and physical, mapping techniques, and the design of appropriate scale and data transformation to familiarize the range of possibilities and the need for careful choice of data and maps. Computer applications in geographic problem solving.

**EUGS 539 ENVIRONMENTAL NOISE HAZARDS AND CONTROLS 3**

The essential aspects of the acoustic properties of sound and of the anatomy and physiology of the human auditory system will be presented. The specific properties of noise and noise generators will also be presented. The effects of noise on physiology and on various aspects of behavior will be discussed. Stress will be placed on current methods of noise control and hearing conservation.

Prerequisite: For non-majors.

**EUGS 603 READING SEMINAR IN GEOGRAPHY AND URBAN STUDIES 2**

Required of all master's degree candidates concentrating in geography and urban studies, this semester entails directed independent study in preparation for a 3-hour written comprehensive examination.

**EUGS 610 URBAN STUDIES SEMINAR 3**

This seminar is designed to analyze the contents and the concepts to formulate a holistic view of the city. Benchmark papers and research frontiers will be investigated.



## History Course Descriptions

### **HIST 501 NEW INTERPRETATIONS IN HISTORY 3**

Designed to help teachers keep up to date in the fields of American, European and Non-Western history. Major trends and developments in the study of history in the light of recent representative examples of historical research and interpretation. Prerequisite: Open only to history candidates or students with social studies certification.

### **HIST 502 HISTORY AND NEW SOCIAL STUDIES 3**

Designed to assist teachers, administrators and supervisors in acquiring a comprehensive view of modern materials, methods and curricula in history and the social sciences.

Prerequisite: Open only to students with social studies certification, or permission of the instructor.

### **HIST 511 SEMINAR IN AMERICAN COLONIAL HISTORY 3**

This course will examine the forces and conditions of the colonial period which contributed to the shaping of the characteristics of American political and economic institutions, social practices and ideas, intellectual outlooks, and attitudes. Prerequisite: Open only to history candidates or students with social studies certification, or permission of the instructor.

### **HIST 512 AMERICAN REVOLUTION 1763-1787 3**

The causes and course of the American revolution from both British and American viewpoints, including analysis of economic, political, social and intellectual factors.

### **HIST 513 PROBLEMS-NEW NATION 1789-1828 3**

The growth of political institutions under the Constitution, the gaining of respect as a new country in the family of nations, the establishment of economic credit, and the rise of American nationalism.

### **HIST 517 AGE OF FRANKLIN D. ROOSEVELT 3**

An opportunity to study that part of recent American history centering about Franklin Delano Roosevelt. While concentrating on domestic aspects of American life, attention is given also to foreign affairs and their impact on the daily lives of Americans.

Prerequisite: Open only to history or social science candidates or students with social studies certification.

### **HIST 518 URBAN HISTORY: NATIONAL TRENDS IN NEW JERSEY CITIES 3**

An advanced survey of the urban dimension in American history and of urban history as a discipline. Late 19th and 20th century national trends are pinpointed within the development of Paterson, Passaic, Jersey City, Newark and their suburbs.

Prerequisite: Open only to history or social science candidates or students with social studies certification.

### **HIST 519 AMERICA SINCE 1945 3**

This course studies the transformation of the Roosevelt coalition and its liberal policies since 1945 as they faced the challenge of the cold war abroad, and growing class and racial upheaval at home.

**HIST 521 CIVIL WAR AND REVOLUTION IN CHINESE HISTORY, 1911-1949 3**

The transformation of China from empire to Peoples Republic. Chinese concepts of revolution and the intellectual, political and social changes which preceded the formation of the Peoples Republic in 1949.

**HIST 522 REVOLUTIONARY RUSSIA 1905-1921 3**

The historical forces of the 19th and 20th century Russia which led to the Bolshevik revolution of November, 1917 and to the consolidation of Soviet power by 1921.

**HIST 523 HISTORY OF SOVIET DIPLOMACY 3**

Changes in the ideological determinants of Soviet diplomacy contrasted with fluctuations in internal and external political and economic policies. Contributions of leading Soviet statesmen to diplomatic history.

**HIST 525 HISTORY OF AMERICAN LABOR 1870-1970 3**

Study of the American worker from the period after the Civil War to the present, with concentration on social, political and economic behavior as well as the Union movement.

**HIST 526 THE INDUSTRIALIZATION OF AMERICA, 1865-1900 3**

The causes and nature of the industrialization of the American economy after the Civil War; factors responsible for rapid economic growth; the impact of changing productive techniques on American institutions and human welfare.

Prerequisite: Open only to history or social science candidates or students with social studies certification.

**HIST 529 EUROPE OF THE DICTATORS, 1919-1939 3**

The political, social, economic and intellectual developments in the major states of Western Europe during the interwar period, with emphasis on varieties of Fascism.

**HIST 532 MODERNIZATION IN JAPANESE CULTURAL HISTORY 3**

Modernization in East Asia with focus on Japan. Japanese experience in adjusting new world forces of the 19th and 20th centuries considered against the background of her traditional values and institutions. Comparisons with China and Korea.

**HIST 533 FRENCH REVOLUTION & NAPOLEON 3**

The background of the French Revolution, its changing course and cast of characters during 1789-99, and the advent to power and imperial regime of Napoleon, 1799-1814.

**HIST 534 FRANCE OF THE REPUBLICS 3**

The development of modern France since 1870; political, economic and intellectual conditions and trends through the third, fourth and fifth republics.

**HIST 537 NINETEENTH CENTURY EUROPEAN INTELLECTUAL HISTORY 3**

Romantic, utilitarian, conservative, liberal and early existential streams of thought in 19th century Europe. The impact of these intellectual movements on European society.

Prerequisite: Open only to History or Social Science candidates or students with social studies certification.

**HIST 540 EUROPE AS A WORLD CIVILIZATION 3**

General analysis and reappraisal of the place of Europe in world history. The development, distinctive contributions and future prospects of European civilization examined in the light of contemporary world conditions.

**HIST 541 ASIAN CIVILIZATION – COMPARATIVE CULTURAL HISTORY 3**

Course compares & contrasts central value systems, kinship institutions, social stratification and the exercise of political power in traditional India, China & Japan. These topics are related to differing patterns of nationalism in the 19th & 20th centuries.

**HIST 603 READING SEMINAR IN HISTORY 2**

Required for all master's degree candidates concentrating in History. This seminar entails directed independent study in preparation for a three-hour written comprehensive examination in the area of concentration. Candidates should register for the seminar in the semester preceding the examination date. Registration examination Fall, March; Spring, October.

**HSGN 603 READING SEMINAR IN NON-WESTERN CULTURES 2**

**Sociology Course Descriptions**

**SOCI 500 INTRODUCTION TO APPLIED SOCIOLOGY 3**

This course will examine the ways in which sociology is applied in various non-academic settings. Special attention will be given to the impact of sociology upon the policy-making process. The political, ethical and moral dilemmas which confront the applied sociologist will also be explored.

**SOCI 556 COMPUTER APPLICATIONS IN SOCIOLOGY 3**

One of the primary uses of computers in sociology is to summarize, describe and analyze data sets using statistical packages. This course provides hands-on experience in computer data analysis of a variety of sociological data sets. Major techniques to be illustrated include cleaning data, constructing scales, and conducting univariate and multivariate analyses.

Prerequisite: An undergraduate course in statistics.

**SOCI 559 SOCIOLOGY OF DEVIANCE 3**

The course will address the practical and political issues of defining, measuring, and responding to social deviance (e.g., mental illness, sexual variation, drug use, etc.). The course will concentrate on the role of formal agencies and institutions that deal with deviance and will examine problems in assessing various policy alternatives (e.g., decriminalization, deinstitutionalization, treatment, etc.).



**SOCI 560 SOCIOLOGICAL THEORY 3**

The practical and philosophical methods of the major sociological theorists are investigated and evaluated.

**SOCI 562 SOCIAL CHANGE 3**

This course will examine the processes of change and development in contemporary societies, (industrial and developing) including technological issues. Social movements, both sacred and secular, will be analyzed for their effect on social structure; and special attention will be paid to revolution as a social, political and cultural phenomenon in the 20th century.

**SOCI 563 SELF AND SOCIETY 3**

The relationships between the human individual and his social environment; the formation, maintenance and transformation of self or identity; the structure and processes of small groups; symbolic communication; role theory, cognitive dissonance and inter-group conflict.

**SOCI 564 SOCIAL PLANNING AND SOCIAL POLICY 3**

The many elements and considerations in planning for a community, a state or a nation. The social context of planning; projective techniques; budgets, master plans, development programs and area proposals. The human, the economic, the ecological. Students will be expected to undertake a social planning project. A basic knowledge of statistics and the use of statistical data is desirable.

**SOCI 565 SOCIOLOGY OF YOUTH 3**

Socialization processes acting upon young people; the role of family, neighborhood, school and community; the effects of failures in these socializing agencies; changing relations among age grades; quantitative studies of the culture of youth with comparisons to other age grades.

**SOCI 566 THE METROPOLITAN COMMUNITY 3**

The many dimensions of the metropolitan community: human factors, problems an area faces, political difficulties, interaction between the center city and the other parts of the community. Emphasis on New York-New Jersey.

**SOCI 567 POWER AND SOCIAL STRATIFICATION 3**

This course will analyze the role of class, status and power in industrial society, and consider the relationship between issues of social stratification and social institutions.

**SOCI 568 SOCIAL RESEARCH METHODS I 3**

This course will engage students in the research process from conceptualization to study design, data collection, and analysis. Specific methods covered are surveys, observation, focus groups, and secondary data analysis. Program evaluation and policy relevance will be stressed.

**SOCI 569 SOCIAL RESEARCH METHODS II 3**

Continuation of Social Research Methods I. The elements of method included are coding techniques, analysis and scientific report writing.

**SOCI 570 INDEPENDENT PROJECTS 3**

Student investigates a topic of sociological relevance under the guidance of a faculty member.

**SOCI 571 SEMINAR IN APPLIED SOCIOLOGICAL INQUIRY 3**

Further develops competencies for the critical assessment of sociological literature, as it pertains to the formulation of research strategies for policy analysis and evaluation. Intensive study of a number of readings on applied areas of sociological concern. The Comprehensive Project based on the Internship experience is written up during this course.

**SOCI 572 SELECTED PROBLEMS IN SOCIOLOGY 3**

The intensive exploration of a general problem in sociology. Participants contribute research into an aspect of the problem. Formed at the initiative of a department member or in response to student's interest with consent of the instructor.

**SOCI 574 SOCIOLOGY OF ETHNIC RELATIONSHIPS 3**

This course will analyze relationships among ethnic groups, and evaluate the causes, consequences and resolution of ethnic conflict. It will also consider the various policy implications of discrimination in institutional contexts.

**SOCI 576 THE FAMILY AS AN INSTITUTION 3**

This course will examine the family system in the West from both historical and contemporary perspectives. It will consider the implications of recent research on changing role structure and cultural values regarding marriage, and problems of adaptation in current family systems (e.g., dual-earner marriages, single-parent families, adolescent sexuality, family abuse, divorce and remarriage).

**SOCI 577 SOCIOLOGY OF POVERTY IN THE UNITED STATES 3**

This course examines major contemporary definitions and ideologies of poverty and public welfare, and considers the extent and patterns of distribution of poverty. Alternative socio-economic explanations of poverty and their implications for policy will be assessed, and problem-solving aspects of program and policy research analyzed.

**SOCI 578 COMMUNITY RESOURCES AND AGING 3**

This course examines resources for the aging within their communities. Additionally, it will acquaint students with services provided by public and private agencies and relevant federal and state legislation.

**SOCI 579 COMMUNITY RESOURCES AND YOUTH 3**

Resources for the healthy as well as the deviant child, in the family and neighborhood, in addition to services provided by public and private agencies; relevant federal and state legislation.

**SOCI 581 SOCIOLOGICAL PERSPECTIVES ON HEALTH AND MEDICINE 3**

This course will introduce the student to the interesting and complex relationships that exist between society, health and health care. Class discussions will focus on the connections between social structure, the quality of the physical and social environment and health. Special attention will be given to work environments. This course will also deal with the effects of social factors on the experience of one's body, the perception of disease and on the construction of medical knowledge.

**SOCI 582 THE SOCIOLOGY OF HEALTH CARE SYSTEMS 3**

This course will focus on the relationship between the social structure of medical institutions, professional values, the socialization of health professionals and health care. The social context for the emergence of the modern medical profession, technology and knowledge will be considered along with contemporary social trends in western industrialized societies such as the increasing medicalization of life. The implications of these trends for social policy and a cross-cultural analysis of healers and health care will be considered.

**SOCI 584 THE SOCIOLOGY OF THE CRIMINAL JUSTICE SYSTEM 3**

This course examines the criminal justice system (the police, the courts, correctional institutions, probation and parole) and considers its manifest and latent functions. It explores sociologically the ways in which offenders are selected, processed and treated, and offers a view of the system from both occupational and experiential perspectives.

**SOCI 585 THE SOCIOLOGY OF POLICE 3**

The course will examine the urban police organization from diverse sociological perspectives. Subjects include the origin and function of the police, social organization of policing, police and the community, police discretion, police use of force, police corruption, and police stress. Police professionalization and social change in status, gender, and race relations within the organization will be examined in terms of their impact on policing the public. Various policy recommendations to improve the relations between the police and the community and to reduce police corruption and violence will be discussed.

**SOCI 587 THE SOCIOLOGY OF JUVENILE DELINQUENCY 3**

This course will introduce students to the major sociological theories of juvenile delinquency from both etiological and treatment perspectives. Of particular concern is the relationship between juvenile crime and the larger culture. Topics to be explored include juvenile crime in industrial society; delinquency and the school experience; juvenile crime and adolescent development; the family and delinquency; class, ethnicity, gender; and the juvenile justice system, with an emphasis on treatment programs and facilities.

**SOCI 588 AGING INDIVIDUALS IN AN AGING SOCIETY 3**

This course examines the social causes of the "elder boom" as well as its consequences for family, education, the economy, politics and religion.

**SOCI 589 SOCIAL EPIDEMIOLOGY 3**

Social epidemiology is the study of social factors in the development of disease. This course examines these social factors with particular emphasis upon the relationship of power, stratification, social environment and stress. Other social factors (such as social status, gender, age, race, ethnicity, population, religion, and familial characteristics) in the chain of illness causality will also be examined. Students will explore how epidemiology is used to evaluate health-care needs and plan health-care programs.



**SOCI 590 SOCIOLOGY OF THE LIFE COURSE 3**

This course addresses societal responses to individuals passing through stages of the life cycle: childhood, adolescence, middle age, and later life. It will explore the experience of aging and the social policies and institutions which shape that experience.

**SOCI 595 INTERNSHIP IN APPLIED SOCIOLOGY: CRIME AND JUSTICE 3**

Students will select an institution dealing with an aspect of crime and justice in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement, as soon as possible, preferably before the course begins.

**SOCI 596 INTERNSHIP IN APPLIED SOCIOLOGY: AGING 3**

Student will select an institution dealing with an aspect of aging in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement, as soon as possible, preferably before the course begins.

**SOCI 597 INTERNSHIP IN APPLIED SOCIOLOGY: HEALTH AND ILLNESS 3**

Student will select an institution dealing with an aspect of health and illness in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement, as soon as possible, preferably before the course begins.

**SOCI 598 INTERNSHIP IN APPLIED SOCIOLOGY: SOCIAL RESEARCH AND POLICY 3**

Student will select an institution dealing with an aspect of social research and policy in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement, as soon as possible, preferably before the course begins.

**SOCI 603 READING SEMINAR IN SOCIOLOGY 2**

Required for all master's candidates concentrating in sociology who elected to take a comprehensive examination. The seminar will focus on general theoretical material and relevant readings in the student's particular area of applied sociology. Candidates should register for the seminar in the semester preceding the examination date.

# SPANISH/ITALIAN

*Chairperson: Dr. Rose S. Minc*

*Graduate Advisor: Dr. Clara L. Barbeito*

The program is designed to prepare students for research in language and literature, and for professional positions demanding a knowledge of Spanish: interpreters; translators; counselor service and diplomatic service in Spanish speaking countries; Spanish newspaper and magazine editors; organizers of projects for Spanish-speaking communities; and representatives of commercial companies in Spain and Spanish America. The Master of Arts degree opens opportunities to teach in colleges and universities.

The department offers summer graduate courses at the University of Madrid. This program is designed for teachers of Spanish and those in related professions.

## ADMISSION REQUIREMENTS

The Master of Arts program in Spanish is open to students who have completed at least 24 semester hours or the equivalent of undergraduate Spanish and hold a bachelor's degree. These students must take the Graduate Record Examination and Advanced Test in Spanish prior to acceptance into the program.

Students who hold a bachelor's degree or its equivalent may enroll in graduate courses without obligation to follow a master's degree program, if they have 24 semester hours or the equivalent in Spanish.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN SPANISH

	Semester Hours
I. Required Courses .....	3
SPAN 505 History of the Spanish Language .....	3
II. Peninsular Area .....	12
One course from each of 4 designated areas	
III. Spanish-American Area .....	12
One course from each of 4 designated areas	
IV. Electives .....	9
A minimum of three additional courses from the departmental offerings.	
V. Comprehensive Examination. The candidate for the M.A. degree will apply to the graduate advisor for the comprehensive examination one semester prior to the desired examination date.	

Minimum: 36 semester hours

For further details see the graduate advisor.

# SPANISH/ITALIAN

## Course Descriptions

## Semester Hours

### SPAN 501 ADVANCED STUDIES IN THE SPANISH LANGUAGE 3

The course provides students with the tools of stylistic analysis in order to enhance their appreciation of literary texts and to improve their own writing skills. It will acquaint the students with the principles of contrastive analysis to give them greater control over the structures of Spanish.

### SPAN 505 HISTORY OF SPANISH LANGUAGE 3

The Spanish language from its origins to the present. Phonological, structural and lexical evolution from vulgar Latin, following the process of transformation from its first documentary appearance.

### SPAN 516 MEDIEVAL SPANISH LITERATURE TO XV CENTURY 3

The outstanding prose and poetry of Spain from the XIth century to the XVth century paying attention to the peculiar three-cultured society of the period.

### SPAN 522 THEATER OF THE GOLDEN AGE 3

Structural and thematic study of the *comedia* through readings and discussions of representative plays of the period including Lope, Tirso, Calderón, Alarcón and Moreto.

### SPAN 523 PROSE AND POETRY OF THE GOLDEN AGE 3

Critical readings of the picaresque and pastoral novels, humanistic writing of Luis Vives, Alfonso and Juan Valdés, and Gracián. Textual analysis of the poetry of the Renaissance and Baroque from Garcilaso to Quevedo.

### SPAN 524 CERVANTES 3

The prose writings and drama of Cervantes focusing on his unique artistic achievement. Readings of *El Quijote*, *Novelas Ejemplares*, *Persiles y Sigismunda*, his comedias and entremeses.

### SPAN 525 ENLIGHTENMENT AND ROMANTICISM 3

The erudition of the enlightenment as symbolized by Feijoo, Jovellanos; neoclassicism; the romantic movement exemplified by Larra, El Dugué de Rivas, Espronceda, García Gutiérrez, Zorrilla, Alarcón, Costumbrismo.

### SPAN 526 REALISM IN SPAIN 3

An examination of the development of the realistic novel in Spain in the 19th century as seen through the works of such authors as Fernán Caballero, Valera, Pardo Bazán, Clarín and the master novelist of the period Pérez Galdós.

### SPAN 527 THE GENERATION OF 98 3

An examination of major works of the generation of writers whose intellectual development coincides with the defeat of Spain in the Spanish-American War of 1898. Attitudes toward Spanish reality, culture, philosophy and art will be explored in the writings of Unamuno, Valle Inclán, Baroja, Azorín, Machado and others.



**SPAN 530 SPANISH CULTURAL HISTORY 3**

A study of the formation and the nature of Spanish civilization through an investigation of the political, social and cultural trends and influences on the Iberian Peninsula from prehistoric times to the present.

**SPAN 533 CONTEMPORARY SPANISH THEATRE 3**

Representative play from Benavente to Sastre are read and analyzed. Critical study of the evolution of theater in light of style, technique and thought of these playwrights.

**SPAN 534 SPANISH PROSE OF 20TH CENTURY 3**

An analysis of the novels of contemporary Spanish writers whose novels appeared following the Spanish Civil War in 1939. The development of the contemporary novel from social realism and objectivism to experimental techniques and subjectivism will be examined through the works of such authors as Cela, Delibes, Marse, Martín Santos, Goytisolo, Martín Gaité, Matute, Moix and others.

**SPAN 535 CONTEMPORARY SPANISH POETRY 3**

Unamuno, Machado, Jiménez and poetry of the generation of "27" and selective readings of younger poets of today. Emphasis on textual analysis.

**SPAN 540 COLONIAL SPANISH-AMERICAN LITERATURE 3**

Study of pre-Columbian literature, followed by analysis of the chronicles of discovery and exploration and major works of colonial poetry, prose and theatre.

**SPAN 541 SPANISH-AMERICAN LITERATURE OF THE 19TH CENTURY 3**

Critical evaluation of prose and poetry from neoclassicism to naturalism and realism. Special emphasis will be given to the development of specific genres such as *Literatura Gauchesca* and the essay.

**SPAN 542 SPANISH-AMERICAN NOVEL OF THE TWENTIETH CENTURY 3**

Study of the aesthetic novels of "Modernismo". Novels of the Mexican revolution, the psychological novel and novel of the land and of social reform.

**SPAN 543 SPANISH-AMERICAN THEATRE OF THE TWENTIETH CENTURY 3**

New trends in the Spanish-American theatre: the theatre of the absurd, the theatre of cruelty and the theatre of fantasy. Critical analysis of representative works of these genres.

**SPAN 546 MODERNISMO IN SPANISH AMERICA 3**

Critical evaluation of the "Modernista" movement in Spanish-American poetry and prose. Genesis, techniques, characteristics and principal writers of the movement.

**SPAN 548 CONTEMPORARY SPANISH-AMERICAN NOVEL 3**

A critical examination of representative examples of the Spanish-America novel from the "boom" to the "post-boom."  
Prerequisite: SPAN 542.

**SPAN 549 CONTEMPORARY SPANISH-AMERICAN SHORT STORY 3**

The contemporary short story from the post "Modernista" period to the present time. Critical evaluation and analysis of representative works.

**SPAN 551 CONTEMPORARY SPANISH-AMERICAN POETRY 3**

Individual works of poetry as autonomous linguistic and artistic creations and as part of a general renaissance in culture. Post-modernism, vanguardism and post-vanguardism.

**SPAN 560 TOPICS IN SPANISH AND SPANISH-AMERICAN LITERATURE 3**

Selected specialized topics, either of a period, genre, or particular author, in Spanish or Spanish-American literature. Topic will change with each offering. Majors only.

**SPAN 603 RESEARCH 3**

Course is designed to provide an opportunity for graduate students in Spanish to investigate and apply techniques of research. Students will write a major paper in the area of their field of specialization.

Prerequisite: Completion of at least 15 hours in the major field of specialization.

## **SPEECH AND THEATRE**

*Chairperson: Gerald Lee Ratliff*

*Graduate Advisor: Karl R. Moll*

The Master of Arts degree in Speech and Theatre is designed to enhance the development of already existing skills in speech communication, broadcasting, or theatre. The program is structured to emphasize both the theoretical and practical approaches in communication and theatre, and to allow for original research and creative projects. Special attention is paid to the literature and history of each area of concentration, and to the respective academic and professional skills necessary to become a practitioner of the selected discipline. The course sequence and content are designed to strengthen research, performance, production, and to prepare those who wish to pursue a profession in media and arts related areas. The Master of Arts degree is also ideally suited for those who plan to continue in a program of doctoral studies. Concentrations are available in Communication Arts and Theatre.

The recent award of \$5.7 million grant from the State of New Jersey for excellence in the arts presents unusual and challenging opportunities to graduate students in Theatre and in Communication Arts. Of particular interest will be visiting specialists, professional internships, summer theatre positions, arts management situations and creative academic pursuits.

# ADMISSION REQUIREMENTS

Students wishing to matriculate as speech and theatre majors must have completed an undergraduate major or the equivalent from one of the following areas: theatre, oral interpretation, broadcasting, speech communication, or media. It is assumed that most of this work will have been in the area selected for graduate concentration. Some students may need to improve their preparatory backgrounds through undergraduate courses for which graduate credit is not given.

## REQUIREMENTS FOR THE MASTER OF ARTS IN SPEECH AND THEATRE

### CONCENTRATION IN COMMUNICATION ARTS

The candidate must complete all five parts of the requirements for the degree as detailed below.

		Semester Hours
I.	Core Courses .....	6
	STSP 501 Survey of Research Methods .....	3
	STSP 534 Graduate Readings in Speech and Theatre .....	3
II.	Required Courses within the concentration .....	15
	STBD 510 Television Production I .....	3
	STBD 582 Techniques of Broadcast Communication .....	3
	STSP 526 Theories of Human Communication .....	3
	STBD 511 Television Production II .....	3
	or	
	STSP 536 Seminar in Persuasion .....	3
	STBD 599 Independent Study .....	3
	or	
	STSP 599 Independent Study .....	3
III.	Elective Courses within the department .....	6
	In consultation with the graduate advisor, the candidate should select those courses most appropriate to the development of the candidate's interest. Among those to consider:	
	STBD 580 Internship in Public Media Arts .....	3-7
	STBD 581 The Broadcast Media and Mass Culture .....	3
	STBD 585 Proseminar in Broadcasting .....	3
	STSP 503 Advanced Voice and Speech Improvement .....	3
	STSP 519 Seminar in Rhetorical Criticism .....	3
	STSP 560 Internship: Communication Arts .....	3-7
	STSP 565 Advanced Oral Interpretation .....	3
	or	
	STSP 600 Thesis .....	6
IV.	Non-Departmental Electives .....	6
	Courses to be selected in allied fields outside the department.	
		Total 33



## V. Comprehensive Examination

It is recommended that this written examination on department studies (offered in March and October) be taken after 24 hours or more semester hours have been completed.

## CONCENTRATION IN THEATRE

The Candidate must complete all five parts of the requirements for the degree as detailed below:

			Semester Hours
I.	Core Courses .....		6
	STSP 501 Survey of Research Methods .....		3
	STSP 534 Graduate Readings in Speech and Theatre .....		3
II.	Required Courses within the concentration .....		15
	STTH 511 Forms of Tragedy .....		3
	STTH 512 Forms of Comedy .....		3
	STTH 513 Modern and Contemporary Theatre History .....		3
	*STTH 525 Advanced Acting Workshop .....		3
	STTH 599 Independent Study .....		3
III.	Elective Courses within the concentration .....		6
	In consultation with the graduate advisor the candidate should select those courses most appropriate to the development of the candidate's interest. Among those to consider:		
	STTH 504 Contemporary Theatre Practice .....		3
	STTH 508 Internship in Dramatic Production .....		3
	STTH 514 Non-Western Drama and Theatre .....		3
	STTH 517 Theatre Criticism .....		3
	STTH 535 Advanced Directing Workshop .....		3
	STTH 545 Scenic Design I: Legitimate Theatre .....		3
	STTH 546 Scenic Design II: The Performing Arts .....		3
	STTH 554 Stage Lighting and Design .....		3
	STTH 575 Seminar in Costume Design and Construction .....		3
	STTH 580 Theatre Management .....		3
	STSP 565 Advanced Oral Interpretation .....		3
	or		
	STSP 600 Thesis .....		6
IV.	Non-Departmental Electives .....		6
	Courses to be selected in allied fields outside the department		
			Total 33
V.	Comprehensive Examination		
	It is recommended that this written examination on department studies offered in March and October be taken after 24 or more semester hours have been completed.		

\* A technical course may be substituted by those interested in technical theatre.

# SPEECH AND THEATRE

## Course Descriptions

## Semester Hours

### **STBD 500 INDEPENDENT STUDY**

**1-3**

The undertaking of course work in one of the regularly listed catalog courses of the department of Speech and Theatre in a depth greater than that normally pursued in the course. Students will arrange the nature of the work with the instructor prior to the second meeting of the course. Written permission must be obtained from the graduate advisor for speech and theatre prior to registration. Independent study may be elected more than once during the graduate program.

### **STBD 510 TELEVISION PRODUCTION I**

**3**

Insight and experience in the production of in-studio programs for television. Attention on commercial production, news, interviews, demonstrations, lighting and graphics.

Prerequisite: Majors only or by instructor's permission.

### **STBD 511 TELEVISION PRODUCTION II**

**3**

Group activity in the preparation and presentation of broadcast materials including music programming, drama, interviews and educational school programming. Prerequisite: Advanced and transfer students must have permission of the department.

### **STBD 580 INTERNSHIP: COMMUNICATION ARTS**

**3-7**

Off campus practicum assignments at radio and television broadcasting facilities and other learning sites. Broad, balanced and locally supervised experience, by arrangement.

Prerequisite: Majors only. Application through the department prior to registration.

### **STBD 581 THE BROADCAST MEDIA AND MASS CULTURE**

**3**

Influences and effects of the broadcast media on society; policy decisions and influence of the broadcast media as conveyors of information and stimulus for change. Open to all graduate students.

### **STBD 582 TECHNIQUES OF BROADCAST COMMUNICATION**

**3**

Techniques and ethics in the production of informative, entertainment, persuasive and public relations material for mass public consumption. Open to all graduate students.

### **STBD 585 PROSEMINAR IN BROADCASTING**

**3**

A study of the evolution of the broadcast industry's present structure and operation, as primarily influenced by political and economic forces. The course will also discuss contemporary issues that may cause structural change in the industry.

### **STBD 599 INDEPENDENT STUDY**

**1-3**

The independent study of an area of public media that results in extended knowledge of the discipline. Students will arrange the nature of the work with the instructor prior to the second meeting of the course. Independent study may be elected more than once during the graduate program.

**STTH 504 CONTEMPORARY THEATRE PRACTICE 3**

The status and practices in today's professional theatre: writing, playing, staging and producing problems and trends of current theatrical fare. Supplemented by theatrical personnel and visits to professional producing groups in the metropolitan area. Open to all graduate students.

**STTH 507 SEMINAR IN DRAMATIC PRODUCTION 3**

Advanced play production students pursue projects to meet individual needs in acting, directing, technical theater or other production aspects. Open to majors. Prerequisite: Majors only.

**STTH 508 INTERNSHIP IN DRAMATIC PRODUCTION 3-7**

Practical experience in dramatic production under supervision of staff member of professional, semi-professional, community or educational theatre, on or off campus. Student assists director, designer, crew chief or technical supervisor. Contracts drawn by student, college sponsor and off-campus supervisor.

Prerequisite: Majors only. Application through the department before registration.

**STTH 511 FORMS OF TRAGEDY 3**

The "evolution" of tragic theory as it manifests itself in each of the periods of theatre history and dramatic criticism. Included in the examination is an evaluation of representative tragic playscripts in terms of style, structure, "tragic devices," content, and performance.

**STTH 512 FORMS OF COMEDY 3**

Historical survey of comic theory from Aristotle to Albee, with special emphasis on principles and practices of comic theory as revealed in selected playscripts. The basic approach is lecture by historical periods – from classical to the modern – followed by reading and discussion of representative playscripts from each historical period. Class assignments include (4) position papers, (1) final critical essay and a promptbook. There is also application of the comic theory of each selected theorist to an interpretation of the playscript in terms of structure, characterization, theme, play form and author point of view.

**STTH 513 MODERN AND CONTEMPORARY THEATRE HISTORY 3**

Theatrical history associated with western culture from 1890 to the present: the contemporary theatrical scene and its direct heritage. Some attention to American theatre but major emphasis on British and continental developments. Open to all graduate students with a background in dramatic literature.

**STTH 514 NON-WESTERN DRAMA AND THEATRE 3**

Theatrical forms and dramatic literature of non-western cultures in historical and contemporary context: China, Japan, India, Southeast Asia, and Africa. Theatrical practices in staging various dramatic forms.

Prerequisite: Open to all graduate students with a background in dramatic literature or Asian studies.

**STTH 517 THEATRE CRITICISM 3**

Standards and values, both personal and historical, by which plays are judged. Student-written critiques of how theater communicates in all of its various facets. Mandatory attendance at community and professional productions.

Prerequisite: Open to all graduate students with a background in dramatic literature or theatre production.



**STTH 525 ADVANCED ACTING WORKSHOP 3**

A survey of acting styles from the classical to the modern, highlighting periods of style that include Elizabethan, improvisation, commedia, and method. The basic assignments of the course are scene study, group scene presentations, and a final group project. Secondary readings in acting theory are assigned, and it is assumed that advanced drama students will refine their individual acting techniques. The nature of the class is discussion, play analysis and in class acting presentations.

**STTH 535 ADVANCED DIRECTING WORKSHOP 3**

Directing repertory and period plays. Preparation for thesis production. When possible, the student will produce a full-length play and complete a production notebook.

Prerequisite: Majors only or by instructor's permission.

**STTH 545 SCENIC DESIGN I: THE LEGITIMATE THEATRE 3**

Stage design as related to the play, director and audience; styles of design, perspective sketch and stage model in planning stage setting. Stage construction techniques used to demonstrate the necessity of scene design in planning stage production.

Prerequisite: Majors only or by instructor's permission.

**STTH 546 SCENIC DESIGN II: PERFORMING ARTS 3**

Design problems inherent in musical comedy, opera and dance. Physical qualities of space, arena and proscenium staging and the challenges of each. Projects will involve both lighting and scenic design. Open to graduate students with a background in the performing arts.

**STTH 554 STAGE LIGHTING DESIGN 3**

Introduction to light from pragmatic and esthetic points of view. Functions and qualities as a design medium, types of control and instrumentation available to designer. Development of several lighting designs.

Prerequisite: Majors only or by instructor's permission.

**STTH 575 SEMINAR COSTUME DESIGN AND CONSTRUCTION 3**

Costume as one visual element of design in the theatre. Research procedure, design theory, construction techniques, use of materials.

Prerequisite: Majors only or by instructor's permission.

**STTH 580 THEATRE MANAGEMENT 3**

The theatre as a business enterprise: production units; box office procedures; standard contractual arrangements; unions and their regulations; subscription management. Manager as a community relations specialist; publicity; the theatre as a community resource. Open to graduate students with a background in performing arts.

**STTH 599 INDEPENDENT STUDY 1-3**

Individual projects in theatre that result in significant research or creative projects. Student and instructor agree upon an area of study, readings are assigned, research is done and student submits final findings in form of a paper or a series of annotated bibliographies. The nature of the course permits advanced graduate students to pursue areas of theatre not covered by present offerings.

**STSP 500 INDEPENDENT STUDY SPEECH-THEATRE 1-3**

Selected topics in the areas of speech, theatre history, criticism, literature and design are pursued by advanced graduate students in consultation with the graduate faculty. The area for detailed investigation is selected, research and analysis is made, and the student submits a formal research paper to complete the assignment. There are weekly meetings with the instructor to provide guidance, and the student is also responsible for an annotated bibliography.

**STSP 501 SURVEY OF RESEARCH METHODS 3**

Research methods relating to rhetorical theory, public address, interpersonal communication, theatre history, dramatic production and contemporary theatrical idiom. Historical, critical, descriptive, quantitative and experimental models and methodologies. Individual student needs and interests considered.

Prerequisite: Majors only.

**STSP 509 SPECIAL PROBLEMS IN SPEECH AND THEATRE 3**

Individual problems in theatre, speech and mass communication. Reports, papers, panel discussion and experimentation.

**STSP 526 THEORIES OF HUMAN COMMUNICATION 3**

Develop knowledge of human communication behavior as it relates to intrapersonal, interpersonal, small group, and mass communication. Students develop awareness of communication behavior patterns and cultivate ability to select appropriate and effective communication behaviors for optimum results.

**STSP 534 GRADUATE READINGS IN SPEECH AND THEATRE 3**

Selected topics of an advanced nature that require research and library use of primary and secondary sources. Individual topics are selected with the approval of the faculty member and the student does independent research that results in a significant written project of less than thesis magnitude.

**STSP 536 SEMINAR IN PERSUASION 3**

Critical examination of psychological, sociological and cultural dimensions of persuasive discourse.

**STSP 560 INTERNSHIP: COMMUNICATION ARTS 3-7**

Off-campus practicum assignments range from serving on campaign speaker's or public speaker's speech staff to coaching students and/or conducting forensic tournaments. Broad, balanced and locally supervised experience, by arrangement. Application through the department prior to registration.

**STSP 565 ADVANCED ORAL INTERPRETATION 3**

Techniques in interpretation of poetry and prose; analysis and presentation of types of literary genres (short story, ballad, essay, narrative, sonnet, etc.) For use in classroom and special programs. Open to all graduate students.

**STSP 599 INDEPENDENT STUDY****1-3**

Individual projects in speech that result in significant research or creative projects. Student and instructor agree upon an area of study, readings are assigned, research is done and student submits final findings in form of a paper or a series of annotated bibliographies or position papers. The nature of the course permits advanced graduate students to pursue areas of speech not covered by present offerings.

**STSP 600 THESIS-SPEECH AND THEATRE****6**

Individual research or creative project selected under advisement of a faculty committee. An oral exam follows the project. Student should register for the semester in which work will be completed. Written permission for registration from the graduate advisor is required.

## **NON-DEGREE POST-BACCALAUREATE, POST MASTER OF ARTS APPROVED CERTIFICATION PROGRAMS**

*Chairperson: Dr. Susie B. Boyce, Department of Curriculum and Teaching  
Certification Advisor: Ms. Marcella P. West*

### **1. TEACHER CERTIFICATION**

A student with a baccalaureate degree may receive a New Jersey teaching certificate, and a fully certified teacher may obtain additional teaching field endorsements or advanced certification while attending Montclair State College. (See Certification Areas following this section.) Students planning to enter the approved teacher certification program must follow the prescribed admission procedures described below. Upon successful completion of an approved program and the National Teachers Examination (NTE) in the appropriate area/field, the student will be recommended to the New Jersey Department of Education for a teaching certificate. Students interested in teaching outside of New Jersey should seek information from the appropriate state authorities before contacting the certification advisor or any departmental advisor. Applicants holding an undergraduate degree from a country outside of the United States should have records evaluated by a creditable foreign credentials evaluation service. This is necessary to establish and satisfy the 60 approximate hours in general education required for admission to the Teacher Education Program. Applicant may contact the Certification Advisor for recommendations relative to this requirement.



## ADVISEMENT

All general questions regarding certification and requests for specific information concerning procedures and courses applicable toward approved initial teacher certification programs available at Montclair State College should be directed to Ms. Marcella P. West, Certification Advisor, (201) 893-4139 in the School of Professional Studies. Students seeking counseling may make an appointment with the Certification Advisor. Students should call ahead for an appointment.

## ADMISSIONS

Those interested in the Post Baccalaureate/Post MA Approved Teacher Certification Programs may obtain an application upon request from the Office of Graduate Studies, (201) 893-5147 or the Certification Advisor's office, (201) 893-4139. Upon acceptance, a student is assigned to the Certification Advisor who will develop with the faculty (teaching field) advisor a formal program of studies.

Continuous advisement is available and expected for students enrolled in the approved teacher certification programs. A grade point average (GPA) of 2.50 is required for admission to the Teacher Education Program. The GPA in the teaching field may be higher and will be necessary in determining eligibility for the program. The Office of Graduate Studies requires the following from each applicant to the Approved Teacher Certification Program: (1) complete non-degree post-baccalaureate application for admission; (2) copy of teaching certificate where appropriate; (3) 2 copies of an official transcript from each college or university attended.

The certification advisor receives the completed application file from the Office of Graduate Studies. Using admission to teacher education forms, the advisor requests three recommendations from individuals who are aware of the applicant's scholastic aptitude and character, and who are able to provide evidence of the applicant's interest in community affairs and teaching. In addition, a demonstration of competence in speech is required before full admission to a teacher certification program. Each department (teaching field) has specific requirements, including grade point average which have been determined according to College procedures, and which are followed in determining eligibility for admission.

## TEACHER CERTIFICATION PROGRAM REQUIREMENTS

Requirements for teacher certification may be revised. Students are urged to contact the Certification Advisor to verify requirements. Requirements listed in the catalog are subject to change without notice. The New Jersey State Board of Education requires candidates for instructional certificates to take sections of the National Teacher Examination (NTE) and achieve a minimum score prior to certification. Changes in the National Teacher Examination requirements as to tests required and cut off scores may occur at the prerogative of the State. Information regarding which tests to register for, NTE Bulletins, and how to register is available in the Office of Teacher Education.

## General Education

Academic background requires approximately sixty semester hour credits in General Education including study in at least four of the following areas: English, Mathematics, Science, Social Science, Fine and Practical Arts, Foreign Languages, Music and Philosophy.

## Professional Education

			Semester Hours
A.	Social Behavioral Science Component		
	PSYC 101	General Psychology I-Human Growth and Development .....	3
	PSYC 200	Educational Psychology .....	3
	Human and Intercultural Relations Elective (Graduate Level) .....		3
B.	Professional Education Component		
	CURR 200	Initial Field Experience .....	1
	CURR 410	Intermediate Field Experience in Education .....	1
	(Speech Proficiency Requirement)		
	Details provided by Certification Advisor		
	(Physiology/Hygiene Requirements)		
	Details provided by Certification Advisor		
	Major Departmental Methods Course(s) .....		3
	CURR 400	Teacher, School and Society .....	3
	A course in reading under advisement .....		3
	A course in teaching for critical thinking .....		3
	EDFD 520	Development of Educational Thought .....	3
	CURR 5	Educational Elective .....	3
	CURR 411	Supervised Student Teaching, or .....	8
	CURR 414-5	In-Service Supervised Teaching .....	8
	Co-requisite with all Student Teaching Experiences		
	CURR 401	Senior Field Experience and .....	1
	CURR 402	Seminar in Professional Education and .....	1
	CURR 435	Effective Teaching/Productive Learning .....	2
	Major Seminar (not required in all major departments) .....		1
C.	Teaching Field (Must be selected with departmental approval)		
	Note:		
	1) The two field experience courses must be completed prior to the semester in which Student Teaching is desired.		
	2) All applicants filing for admission to the Approved Certification and/or M.A.T. Programs must fulfill the course requirements in the Human and Intercultural Relations area for initial Teacher Certification. The course taken to fulfill this requirement must be selected from the approved courses list. Contact the Certification Advisor for recommended courses.		
D.	Supervised Student Teaching		
	Students who have been admitted to Teacher Education and who are eligible for Student Teaching are required to file an application during the semester		

prior to the one in which Student Teaching is desired. Application procedures must be completed by September 15 for Student Teaching in the following Spring semester; March 15 for Student Teaching in the following Fall semester. All appropriate departmental and professional education courses must be completed prior to filing the application for Student Teaching. This normally includes a minimum of 12 semester hours completed at Montclair State College, including methods in the teaching field.

### **I. Certification Areas**

- A. Business Education: General Business Studies and Accounting, General Business and Secretarial Studies, General Business and Distributive Education, Comprehensive Business Education
- B. Communication Sciences and Disorders: Public School Speech Pathologist, Teacher of the Handicapped
- C. English
- D. Art
- E. Foreign Languages (French, German, Italian, Latin, Russian\*, Spanish)
- F. Health and/or Physical Education
- G. Home Economics
- H. Industrial Arts: Industrial Arts (academic background), Industrial Arts (experience background), Vocational/Technical Education
- I. Mathematics
- J. Music
- K. Nursery School Education-Preschool, Kindergarten
- L. Psychology
- M. Science (Biology, Chemistry, Geoscience, Physics)
- N. Social Studies
- O. Speech and Theatre

### **II. Advanced Certification and Post Master's**

State certification is available in the following non-teaching educational specializations:

- A. Administration and Supervision: Supervisor (MA + 21-24 semester hours in appropriate course work), Principal, Superintendent
- B. Learning Disabilities Teacher-Consultant
- C. Educational Media Specialist
- D. Reading Specialist

### **III. Other Fields/Endorsements**

Non-degree programs leading to state certification are available in the following areas:

- A. Associate Media Specialist
- B. Bilingual/Bicultural
- C. Coordinator Industrial Education (CIE)
- D. Data Processing
- E. Reading\*
- F. School Business Administrator
- G. School Psychologist



- H. School Social Worker
- I. Student Personnel Services (Guidance)
- J. Teacher-Coordinator, Cooperative Vocational-Technical Education
- K. TESL (Teacher of English as a Second Language)\*
- L. Typewriting

\*Available for second teaching fields only.

## EDUCATIONAL PLACEMENT

The Office of the Director of Teacher Education offers an educational placement service. Students completing at least 12 credits at Montclair State College are eligible to register for this service. Further information can be secured from Dr. Robert Pines, Director of Teacher Education, (201) 893-4262.



# DIRECTORY

## GRADUATE ADVISORS

Office Tele.

Administration and Supervision: <i>Dr. Arlene King</i> *Educator Trainer (Training Personnel)	Chapin Hall 317	(201) 893-5175
Adult Continuing Education	848 Valley Road	4353
Anthropology, Combined Bachelor and Master of Arts in Practical Anthropology: <i>Dr. Bertha B. Quintana</i> <i>Dr. Kenneth H. Brook</i>	Russ Hall 219 Russ Hall 202	4119 7569
Biology: <i>Dr. Larry Cribben</i>	Mallory Hall 252D	5107
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Business Education: <i>Dr. Albert Rossetti</i>	College Hall 302	7039
Chemistry: <i>Dr. Pamela Delaney</i>	Richardson Hall 345	7166
Communication Sciences and Disorders *Audiology: <i>Dr. Naomi Schiff-Meyers</i> *Early Childhood Special Education: <i>Dr. Warren Heiss</i> *Learning Disabilities: <i>Dr. Warren Heiss</i> *Speech Language Pathology: <i>Dr. Naomi Schiff-Meyers</i>	Speech Building 112 Speech Building 119c Speech Building 119c Speech Building 112	4227 4227 4227 4227
Computer Science: <i>Dr. Helen Roberts</i>	Richardson Hall 204	7262
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Fine Arts: <i>Prof. Patricia Lay</i> *Art History *Fine Arts Education *Studio *Studies in the Visual Arts	Calcia Fine Arts Bld. 121	7294
French: <i>Dr. Kathleen Wilkins</i>	Partridge Hall 427	5145
Geoscience: <i>Dr. Charles L. Hamilton</i>	Mallory Hall 252N	7273
Health Education: <i>Dr. Harry H. Hoitsma</i>	College Hall 305	4154
Home Economics: <i>Dr. Karen Todd</i> *Family Relations/Child Development *Home Economics Education *Consumer Studies/Consumer Economics	Finley Hall 111	4171
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     *Dr. Ann-Margaret Sharp*  
 Post Baccalaureate/Post MA Teacher Certification:  
     *Mrs. Marcella West*

\* Area of Concentration

## CERTIFICATION ADVISORS

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 Russ Hall 219 4119  
 Russ Hall 402 7403  
 Russ Hall 309 5258  
 Russ Hall 213 5261  
 Russ Hall 316 7224  
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14 Normal Avenue 4277  
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 Partridge 427 5145  
 Partridge 419 4420  
 College Hall 305 4154  
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 Partridge 440 7507  
 Partridge 417 4419  
 Partridge 434 7501  
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 Life Hall 204 4379  
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## Directions to the Campus



### BY CAR FROM:

**Bloomfield Ave., Montclair:** North on Valley Road (by fire department), 3.3 miles to Normal Ave. light, turn left.

**Route 46 (East and West):** Valley Road, Montclair exit (at Route 3 junction), south for approximately one mile to Normal Avenue light, turn right. **Route 3:** Valley Road, Montclair (at Route 46 junction), south for approximately one mile to Normal Ave. light, turn right.

**Garden State Parkway North:** Exit 153B (left lane) to Route 3 West, to Valley Road, Montclair exit, south for approximately one mile to Normal Avenue light, turn right. **Garden State Parkway South:** Exit 154 to Route 46 West, to Valley Road, Montclair exit, south for approximately one mile to Normal Avenue light, turn right.

**New Jersey Turnpike:** Exit 16W to Route 3, to Valley Road, Montclair exit, south for approximately one mile to Normal Avenue light, turn right. Motorists traveling on the Turnpike South to Exit 11 may exit there to Garden State Parkway North.

**Lincoln Tunnel:** Follow to Rte. 3.

**George Washington Bridge:** Route 80 to Garden State Parkway South.

### BY PUBLIC TRANSPORTATION FROM:

**New York City (by bus):** DeCamp Bus No. 66 leaves Platform 416, Port Authority Bus Terminal at half past the hour. Get off at Mt. Hebron and Valley Roads, turn right (north) on Valley and walk one long block to the Normal Avenue traffic light, then turn left to campus entrance.

**New York City (by train):** Take PATH service to Hoboken, transfer to Conrail, and get off at Montclair Heights Station at southwest corner of campus.

**Newark:** Transport of New Jersey Bus No. 60 originates at Macy's, Market and Washington Streets and terminates its run on campus. Every 17 minutes.

**The Oranges:** Trackless Transit Bus No. 64 originates at Veterans Administration Hospital, Tremont Avenue, East Orange, travels along main streets in the Oranges to Bloomfield Avenue, Montclair. Change to No. 60 at Montclair Center. Once an hour.

**Paterson:** Transport of New Jersey Bus No. 128 originates at Broadway Terminal, Paterson and goes to Bloomfield. Change to No. 60 at Bloomfield Center. Every 45 minutes.





# MONTCLAIR STATE COLLEGE

## UPPER MONTCLAIR N.J.

TELEPHONE 201-893-4600

### PARKING

- |   |                          |
|---|--------------------------|
| 1 FACULTY and STAFF                       | 14 FACULTY and STAFF     |
| 2 FACULTY and STAFF                       | 15 ORTHODONTIC           |
| 3 FACULTY and STAFF                       | 16 STUDENT               |
| 4 FACULTY and STAFF                       | 17 STUDENT               |
| 5 VISITOR                                 | 18 STUDENT HOUSING STAFF |
| 6 FACULTY and STAFF                       | 19 STUDENT HOUSING STAFF |
| 7 FACULTY and STAFF                       | 20 STUDENT               |
| 8 FACULTY and STAFF (Compact Cars Only)   | 21 STUDENT               |
| 9 FACULTY and STAFF                       | 22 STUDENT               |
| 10 FACULTY and STAFF                      | 23 STUDENT               |
| 11 FACULTY and STAFF                      | 24 STUDENT               |
| 12 INDUSTRIAL ARTS DEPT FACULTY and STAFF | 25 STUDENT               |
|   | 26 STUDENT               |
|   | 27 STUDENT               |

### SYMBOLS

- |                  |
|------------------|
| EMERGENCY PHONE  |
| SHUTTLE BUS STOP |

### BUILDINGS

- |                                  |   |
|----------------------------------|---|
| A LIFE HALL                      | P PARKER SCHOOL CENTER - GYMNASIUM                  |
| B BUSINESS ADMINISTRATION        | R DROP IN CENTER                                    |
| C FINANCE AND ACCOUNTING         | S SPRAGUE LIBRARY                                   |
| D GILBERT HOUSE - PSYCHOLOGICAL  | W RICHARDSON HALL - MATHEMATICAL & NATURAL SCIENCES |
| E FINLEY HALL                    | Y YOUNG HALL - PROFESSIONAL STUDIES                 |
| F PARTHODOR HALL - HUMANITIES    | AA CHAPIN HALL - CAMPUS POLICE                      |
| G BUSINESS ADMINISTRATION        | BB BUSS HALL - CAMPUS POLICE                        |
| H STUDENT CENTER                 | CC FREEMAN HALL - STUDENT HOUSING                   |
| I WEBSTER HALL - STUDENT HOUSING | DD STONE HALL - STUDENT HOUSING                     |
| J CALLOWAY MUSIC BUILDING        | EE WEBSTER HALL - STUDENT HOUSING                   |
| K MEACHAM MUSIC BUILDING         | FF FACULTY STUDENT COOPERATIVE INC.                 |
| L MEACHAM MUSIC BUILDING         | GG MAINTENANCE BUILDING                             |

- |   |
|---|
| HH POWER AND ENERGY LABORATORY                            |
| II HEATING PLANT  |
| JJ BLANTON HALL - STUDENT HOUSING & STUDENT HOUSING STAFF |
| KK PSYCHOLOGICAL SCHOOL                                   |
| LL CLOVE RD ARTS - 1000 - STUDENT HOUSING                 |
| MM CLOVE RD ARTS - 1000 - STUDENT HOUSING                 |
| NN CLOVE RD ARTS - 1000 - STUDENT HOUSING                 |
| OO VAN REPER BOND HOUSE                                   |
| PP FACULTY STUDENT COOPERATIVE INC.                       |
| QQ RECREATION BUILDING                                    |
| RR FACULTY STUDENT COOPERATIVE INC.                       |
| SS FACULTY STUDENT COOPERATIVE INC.                       |
| TT FACULTY STUDENT COOPERATIVE INC.                       |
| UU FACULTY STUDENT COOPERATIVE INC.                       |
| VV FACULTY STUDENT COOPERATIVE INC.                       |
| WW FACULTY STUDENT COOPERATIVE INC.                       |
| XX FACULTY STUDENT COOPERATIVE INC.                       |
| YY FACULTY STUDENT COOPERATIVE INC.                       |









Montclair  
State  
College  
UPPER MONTCLAIR, NJ 07043

**MONTCLAIR  
STATE**

Graduate Catalog

1991-1993



Montclair State is an Equal Opportunity/Affirmative Action Institution. In compliance with relevant federal and state civil rights legislation, it does not discriminate on the basis of gender, race, color, religion, national origin, age, or physical capability in the operation of its educational program or activities: admission, access to programs and course offerings, physical education, competitive and intramural athletics, counseling, student and other employment, use of facilities, and College sponsored extracurricular activities.

Inquiries relating to equal opportunity/affirmative action issues may be directed to the offices of Student Affairs or Equal Opportunity/Affirmative Action.

The Graduate Catalog of Montclair State is published biennially and presents announcements of general information, general academic regulations, and the academic program extant at the date of publication. The College reserves the right to change any of its announcements, regulations or requirements at any time without notice or obligation. The Office of Academic Affairs is responsible for the preparation of the content of this publication.

**MONTCLAIR STATE**  
**UPPER MONTCLAIR, N.J. 07043**



# MONTCLAIR STATE

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## Graduate Catalog 1991-1993

GRADUATE STUDIES OFFICE TELEPHONE  
(201) 893-5147

For other phone numbers, see  
Directory (Graduate Advisors and  
Chairpersons/Directors) in this catalog.



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## ACADEMIC CALENDAR\*

	1991-1992	1992-1993
<b>Fall Semester</b>		
Classes Begin	September 3	September 1
Labor Day Holiday (No Classes)		September 7
Thanksgiving Holiday (No Classes)	November 28- December 1	November 26-29
Classes End	December 16	December 16
Examination Period	December 17-23	December 17-23
End of Semester	December 23	December 23
<b>Winter Session</b>		
Classes	January 2-17 (12 sessions)	January 4-22 (15 sessions)
<b>Spring Semester</b>		
Classes Begin	January 21	January 25
Spring Recess (No Classes)	March 16-22	March 22-28
Easter Holiday (No Classes)	April 17-19	April 9-11
Classes End	May 14	May 18
Examination Period	May 15-21	May 19-25
End of Semester	May 21	May 25
<b>Summer Sessions</b>		
Pre-Session (No Friday Classes)	June 1-18 (12 sessions)	June 1-17 (11 sessions)
Saturday Classes	June 13-August 15 (9 sessions)	June 12-August 14 (10 sessions)
Eight-Week Session (No Friday Classes)	June 15-August 6	June 14-August 5
Six-Week Session (No Friday Classes)	June 29-August 6	June 28-August 5
Independence Day Holiday (No Classes)	July 4	July 5
Post-Session (No Friday Classes, Steam Shutdown)	August 10-27 (12 sessions)	August 9-26 (12 sessions)

\*Montclair State reserves the right to modify this calendar.



# DEGREES OFFERED\*\*

## BACHELOR OF ARTS/MASTER OF ARTS

Practical Anthropology

## MASTER OF ARTS

Administration and Supervision

\*Educator Trainer (Training Personnel)

Applied Sociology

Biology

Business Education

\*Distributive Education

Chemistry

Communication Sciences and Disorders

\*Audiology

\*Early Childhood Special Education

\*Learning Disabilities

\*Speech-Language Pathology

Computer Science

\*Applied Mathematics

\*Applied Statistics

Counseling, Human Services and Guidance

\*Human Services

Educational Psychology

English and Comparative Literature

Environmental Studies

\*Environmental Education

\*Environmental Health

\*Environmental Management

\*Environmental Science

Fine Arts

\*Art History

\*Studio

*\*Area of Concentration*

*\*\*Please refer to the index for page numbers on specific programs.*

French

Geoscience

Health Education

Home Economics

- \*Family Life Education
- \*Family Relations/Child Development
- \*Home Economics Education
- \*Home Management/Consumer Economics

Industrial Technology and Education

Mathematics

- \*Computer Science
- \*Mathematics Education
- \*Pure and Applied Mathematics
- \*Statistics

Music

- \*Music Education
- \*Performance
- \*Theory Composition

Physical Education

- \*Coaching and Sports Administration
- \*Exercise Sciences
- \*Teaching and Administration of Physical Education

Psychology

- \*Clinical Psychology for Spanish-English Bilinguals
- \*Industrial and Organizational Psychology

Reading

Social Sciences

- \*Anthropology
- \*Economics
- \*Geography
- \*History
- \*Sociology
- \*Urban Studies

Spanish

Speech and Theatre

- \*Communication Arts
- \*Theatre

*\*Area of Concentration*

*\*\*Please refer to the index for page numbers on specific programs.*

## MASTER OF ARTS IN TEACHING

### Teaching

- \*Teaching Middle School Philosophy

## MASTER OF BUSINESS ADMINISTRATION

### Business Administration

- \*Accounting
- \*Business Economics
- \*Finance
- \*Management
- \*Marketing
- \*Quantitative Analysis

## MASTER OF EDUCATION

### Education

- \*Critical Thinking

*\*Area of Concentration*

*\*\*Please refer to the index for page numbers on specific programs.*



# LEGEND OF ALPHA COURSE CODES

## School of Business Administration

### *Accounting, Law and Taxation*

Accounting .....	ACCT
Business/General .....	BUGL

### *Business Education and Office Systems Administration*

Business Education .....	BSED
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### *Economics*

Business/Economics .....	BSEC
Economics .....	ECON

### *Finance and Quantitative Methods*

Business/General (Finance) .....	BUGN
Finance .....	FINC
Finance/Quantitative .....	FINQ

### *Management*

Business/General (Management) .....	BUGR
Management .....	MGMT

### *Marketing*

Business/General (Marketing) .....	BUSG
Marketing .....	MKTG
Marketing/Business .....	MKAD

## School of Fine and Performing Arts

### *Broadcasting, Speech Communication, Dance and Theatre*

Speech and Theatre/Broadcasting .....	STBD
Speech and Theatre/Communication .....	STSP
Speech and Theatre/Theatre .....	STTH

### *Fine Arts*

Fine Arts/Education .....	ARED
Fine Arts/Film .....	ARFL
Fine Arts/General .....	ARGN
Fine Arts/History .....	ARHS
Fine Arts/Ceramic/Metals/Fibers .....	ARMT
Fine Arts/Photography .....	ARPH
Fine Arts/Printmaking .....	ARPR
Fine Arts/Painting .....	ARPT
Fine Arts/Therapy .....	ARTH

## *Music*

Music/Education .....	MUED
Music/History .....	MUHS
Music/Performance .....	MUPR
Music/Theory/Composition .....	MUCP
Music/Therapy .....	MUTH

## **School of Humanities and Social Sciences**

### *Anthropology*

Anthropology .....	ANTH
Anthropology/Practical .....	PRAN

### *Classics*

Classics/Latin .....	LATN
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### *Communication Sciences and Disorders*

Communication Sciences and Disorders .....	CS&D
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### *English*

English .....	ENGL
English/Interdisciplinary .....	ENID
English/Literature .....	ENLT
English/Writing .....	ENWR

### *Environmental, Urban and Geographic Studies*

Urban & Geographic Studies .....	EUGS
Environmental Studies .....	ENVR

### *French*

French .....	FREN
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### *History*

History .....	HIST
History/General .....	HSGN

### *Legal Studies*

Legal Studies/Law .....	LSLW
Legal Studies/Paralegal .....	LSPR

### *Linguistics*

Linguistics .....	LNGN
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### *Psychology*

Psychology .....	PSYC
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### *Sociology*

Sociology .....	SOCI
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### *Spanish/Italian*

Spanish .....	SPAN
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## **School of Mathematical and Natural Sciences**

### *Biology*

Biology .....	BIOL
Biology/Cell Culture .....	BICL
Biology/Marine Sciences .....	BIMS

*Chemistry*  
 Chemistry ..... **CHEM**

*Mathematics and Computer Science*  
 Mathematics ..... **MATH**  
 Computer Science ..... **CMPT**

*Physics/Geoscience*  
 Geoscience ..... **GEOS**  
 Physics/Geoscience Education ..... **PHED**  
 Physics/Geoscience—Marine Science ..... **PHMS**

## **School of Professional Studies**

*Counseling, Human Development and Educational Leadership*  
 Counseling, Human Services and Guidance ..... **COUN**  
 Educational Administration ..... **ELAD**

*Curriculum and Teaching*  
 Curriculum and Teaching ..... **CURR**

*Educational Foundations*  
 Educational Foundations ..... **EDFD**  
 Educational Research ..... **ELRS**

*Environmental Education—New Jersey School of Conservation*  
 Conservation/Field Studies ..... **CNFS**

*Health Professions*  
 Health Professions ..... **HLTH**

*Home Economics*  
 Home Economics ..... **HECO**  
 Home Economics/Education ..... **HEED**  
 Home Economics/Family ..... **HEFM**

*Physical Education, Recreation and Leisure Studies*  
 Physical Education/Major ..... **PEMJ**

*Reading and Educational Media*  
 Educational Media ..... **MEDI**  
 Reading ..... **READ**

*Technology*  
 Industrial Studies/Education ..... **INED**  
 Industrial Studies/Career Education ..... **ISCE**

## **Special Programs**

*Institute for the Advancement of Philosophy for Children*  
 Teaching Middle School Philosophy ..... **PHLC**



# GENERAL INFORMATION

Montclair State was established in 1908 and is a coeducational college of liberal arts, sciences, pre-professional and professional programs. The first Master of Arts degrees were awarded in 1933. Along with quality academic programs the College offers extensive cultural and athletic opportunities. There are 433 full-time faculty, 84 percent of whom have doctoral degrees or other appropriate terminal degrees. Montclair State has been designated as a center of excellence in the fine and performing arts in northern New Jersey. As an equal opportunity institution, Montclair State seeks applications from all qualified students regardless of gender, race, creed, national origin or physical handicap.

## ACCREDITATIONS AND MEMBERSHIPS

Montclair State is accredited by the Middle States Association of Colleges and Schools. The National Council for the Accreditation of Teacher Education has granted accreditation for the Master of Arts in Teaching Program in the Department of Curriculum and Teaching, School of Professional Studies, and the School Principal and Guidance Counselor programs in the Department of Counseling, Human Development and Educational Leadership, School of Professional Studies.

Other academic accreditations include the American Dietetic Association, American Home Economics Association (Department of Home Economics, School of Professional Studies), American Speech-Language-Hearing Association (Department of Communication Sciences and Disorders, School of Humanities and Social Sciences), National Association of Schools of Art and Design (Department of Fine Arts, School of Fine and Performing Arts), National Association of Schools of Dance (Department of Broadcasting, Speech Communication, Dance and Theatre, School of Fine and Performing Arts), National Association of Schools of Music (Department of Music, School of Fine and Performing Arts), National Association of Schools of Theatre (Department of Broadcasting, Speech Communication, Dance and Theatre, School of Fine and Performing Arts), and National Recreation and Park Association (Department of Physical Education, Recreation and Leisure Studies, School of Professional Studies). In addition, the undergraduate minor in Paralegal Studies offered by the Department of Legal Studies, School of Humanities and Social Sciences, has been approved by the American Bar Association; programs offered by the Department of Chemistry, School of Mathematical and Natural Sciences, have been approved by the American Chemical Society; and the undergraduate program in Music Therapy offered by the Department of Music, School of Fine and Performing Arts, has been approved by the National Association for Music Therapy.

Montclair State is a member of the American Assembly of Collegiate Schools of Business, American Association of Colleges for Teacher Education, American Association of State Colleges and Universities, American Council on Education, Association of American Colleges, Association for Gerontology in Higher Education, Council of Graduate Schools in the United States, New Jersey Association of Colleges and Universities, New Jersey Association of Colleges for Teacher Education, North American Association of Summer Sessions, and Northeastern Association of Graduate Schools. Women graduates are accepted for membership in the American Association of University Women.

# FUNCTIONS

Montclair State serves three broad functions: instruction, research and service.

**Instruction:** Montclair State offers programs leading to the Master of Arts, Master of Arts in Teaching, Master of Business Administration and Master of Education degrees. Twenty-nine degree programs, including many with different concentrations, comprise the graduate offerings. Post-baccalaureate offerings include course work for teacher educational certification and the paralegal certificate.

**Research:** Research and scholarship by the faculty and staff are encouraged to constantly add to the knowledge on which degree programs are based, and to contribute to the general advancement of human knowledge.

**Service:** The service function involves consultancies to business, education and government agencies. Included also are such activities as sponsored workshops, publications, surveys and research, and participation as committee members and officers in appropriate local, state and national organizations.

# ACADEMIC ORGANIZATION

Montclair State's academic organization includes five schools. Courses are offered through the Schools of Business Administration, Fine and Performing Arts, Humanities and Social Sciences, Mathematical and Natural Sciences, and Professional Studies.

The Graduate Council is the primary All-College body for the development of graduate policy and curriculum advisement. Its decisions and recommendations are made directly to the Provost and Vice President for Academic Affairs. Consistent with policies established by the Board of Trustees, the Graduate Council:

- (1) recommends general graduate admission requirements,
- (2) recommends guidelines for the admission of students to graduate programs,
- (3) recommends guidelines for the admission of faculty to graduate faculty status,
- (4) reviews and makes recommendations about new graduate programs, concentrations or any revisions in graduate programs,
- (5) initiates discussions on and/or reacts to any and all matters affecting graduate faculty, students and programs.

Voting members of the Council include two School Deans appointed by the Provost and Vice President for Academic Affairs; two elected faculty from each of the Schools of Business Administration, Fine and Performing Arts, and Mathematical and Natural Sciences; four elected faculty from each of the Schools of Humanities and Social Sciences, and Professional Studies; and one graduate student elected from each School.

Ex officio (non-voting) members of the Council include the Director of Graduate Studies or a representative from the Office of the Deputy Provost and Associate Vice President for Academic Affairs, the three School Deans not appointed as voting members, the Associate Director of Graduate Studies, the Assistant Director of Graduate Studies, the Director of the Library, and a representative of the Faculty Bargaining Unit.

From its voting membership, the Council elects a chairperson and secretary.



# SCHOOL OF BUSINESS ADMINISTRATION

**Dean: Albert D. Rossetti, Ed.D.**

Consisting of six separate departments,

Accounting, Law and Taxation

Business Education and Office Systems Administration

Economics

Finance and Quantitative Methods

Management

Marketing

the School of Business Administration provides the following graduate degree opportunities:

Master of Business Administration (MBA)

Master of Arts in Business Education

Master of Arts in Social Science: Concentration in Economics

## MASTER OF BUSINESS ADMINISTRATION

The goal of the Montclair MBA is to prepare management generalists who have the knowledge, techniques and attitudes to analyze complex issues, establish logical goals, evaluate alternatives, form reasoned judgments, and effectively implement chosen options. While the development of analytical capacities is critical, the program's structure emphasizes the development of capacities that are tempered by a concerned awareness of obligations to the greater social environment.

The program stresses the theoretical foundations of management-oriented disciplines, practical applications of research findings, and current managerial practices. This blend of theory and prevalent practice builds a strong foundation for immediate application as well as post-graduate professional growth.

## MASTER OF ARTS IN BUSINESS EDUCATION

The Master of Arts program in business education prepares teachers for administrative, supervisory, specialized work, and master teaching in the field of business education. In order to attain these objectives, the program design offers considerable flexibility enabling candidates to explore advanced areas of study in accordance with their own background, experience, achievement, and professional aspirations. With careful course selection and planned use of the program's free electives, candidates may qualify for New Jersey certification in Administration and Supervision in Business Education and/or Cooperative Office Education.

## MASTER OF ARTS IN SOCIAL SCIENCE: CONCENTRATION IN ECONOMICS

The Master of Arts in Social Science: Economics Concentration provides a study of economic theory within a programmatic framework that emphasizes the importance and interdisciplinary nature of the social sciences. Where appropriate, business-oriented applications are developed; however, the primary purpose of the program is to develop a knowledge of economics which enhances the student's



understanding of the formulation, evaluation, and implementation of public decision making. Although an undergraduate major in Economics is not a prerequisite, candidates must present an undergraduate record with at least 30 semester hours in the social sciences and/or history. Candidates who do not meet minimum requirements may be required to enroll in certain prerequisite courses which do not provide graduate credit.

## SCHOOL OF FINE AND PERFORMING ARTS

**Dean: Geoffrey W. Newman, Ph.D.**

Montclair State is a designated center of excellence for the fine and performing arts. Its School of Fine and Performing Arts offers graduate programs in fine arts, music, speech, theatre, and communications. In addition, the School includes a Music Preparatory Division, which offers instruction to children from age 3 through high school, and the office of Cultural Programming which presents major dance, music, theatrical, and literary events. The School also coordinates and supports three major art galleries.

The School of Fine and Performing Arts provides professional training and education for students seeking careers in the arts, education, public service, or management. The School presents cultural events and offers courses and experiences in the arts for the enrichment of campus and community life. The resources of the School are taken to the community in the form of theatrical productions, chamber music, dance concerts, lectures, and demonstrations. The School seeks to stimulate public interest and support for the arts and to encourage research, creative work, and experimentation in the arts.

Departments, programs, and concentrations within the School are:

*Broadcasting, Speech Communication, Dance and Theatre*

Speech and Theatre (MA)

Communication Arts\*

Theatre\*

*Fine Arts*

Fine Arts (MA)

Art History\*

Studio\*

*Music*

Music (MA)

Music Education\*

Performance\*

Theory Composition\*

*\*Area of Concentration*

# SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**Dean: Philip S. Cohen, Ph.D.**

Graduate programs in the School of Humanities and Social Sciences are designed to accomplish four objectives:

- (1) to provide the opportunity for the student to acquire advanced knowledge in one of its major areas of instruction,
- (2) to acquaint the student with the interrelatedness of the various fields within the Humanities and Social Sciences as well as their relationship to other disciplines,
- (3) to familiarize the student with the particular methodologies of his or her field,
- (4) to provide the student with the background to do creative and independent work and research during and after his or her graduate career.

The School of Humanities and Social Sciences comprises a number of disciplines, the boundaries of which are constantly changing and expanding. At the same time, research within the disciplines is becoming more specialized. The necessity for constant study, therefore, presses upon everyone involved in these areas whether he or she is teaching or working in government, industry, or the professions.

The departments within the School of Humanities and Social Sciences provide programs which reflect significant developments in scholarship in various fields. They also offer advanced courses for teachers who wish to enhance their preparedness for specialized secondary school subjects.

All of the programs provide excellent preparation for those wishing to go on to degrees at the doctoral level.

Departments, programs, and concentrations within the School are:

*Anthropology*

Practical Anthropology (BA/MA—Combined Bachelor and Master of Arts in Practical Anthropology)

Social Science (MA)

Anthropology\*

*Communication Sciences and Disorders*

Communication Sciences and Disorders (MA)

Audiology\*

Early Childhood Special Education\*

Learning Disabilities\*

Speech-Language Pathology\*

*English*

English and Comparative Literature (MA)

*Environmental, Urban and Geographic Studies*

Environmental Studies (MA)

Environmental Education\*

Environmental Health\*

Environmental Management\*  
Environmental Science\*  
Social Science (MA)  
Geography\*  
Urban Studies\*

*French*

French (MA)

*History*

Social Science (MA)

History\*

*Psychology*

Educational Psychology (MA)

Psychology (MA)

Clinical Psychology for Bilingual Spanish-English Bilinguals\*

Industrial and Organizational Psychology\*

School Psychology Certification

*Sociology*

Applied Sociology (MA)

Social Sciences (MA)

*Spanish and Italian*

Spanish (MA)

*\*Area of Concentration*

## SCHOOL OF MATHEMATICAL AND NATURAL SCIENCES

**Dean: Vaughn Vandegrift, Ph.D.**

The School of Mathematical and Natural Sciences is strongly committed to graduate programs which provide a balance between theoretical and applied approaches to the study of advanced topics. Through interaction with dedicated faculty, graduate students have a unique opportunity to learn how mathematics and science are utilized to solve problems. Faculty consult with industry and do research in areas such as animal behavior, applied mathematics, computer science, conducting polymers, environmental engineering, genetic toxicology, immunology, microbiology, and statistics. Interactions with corporations in the insurance, petroleum, and pharmaceutical industries as well as with science, mathematics, and computer science educators and practitioners enrich classes and provide opportunities for the support of graduate students through research assistantships. Students are encouraged to pursue the thesis option as a logical conclusion of the pursuit of knowledge through research. Non-theses alternatives are available in most programs.

Modern laboratory equipment for research and teaching include Fourier Transform Infrared Spectroscopy, Fourier Transform Nuclear Magnetic Resonance Spectroscopy, Gas Chromatography-Mass Spectroscopy, High Performance Liquid Chromatography, Scanning Electron Microscopy, Transmission Electron Microscopy, and Ultracentrifugation. Since scientific computing has unique requirements, the School is continually enhancing its own local area computer network. The network includes student access to UNIX based Sun workstations,



DEC VAXEN, IBM mainframes, PCs and Macs and national and international computer networks.

Graduate education in the School prepares students for careers in industry, government, or education and for future study in Ph.D. or professional programs. Departments or programs within the School are:

*Biology*

*Chemistry*

*Geoscience*

*Mathematics and Computer Science*

Program in Computer Science

Applied Mathematics\*

Applied Statistics\*

Program in Mathematics

Computer Science\*

Mathematics Education\*

Pure and Applied Mathematics\*

Statistics\*

*\*Area of Concentration*

## SCHOOL OF PROFESSIONAL STUDIES

**Dean: Nicholas M. Michelli, Ed.D.**

The School of Professional Studies includes eight departments, each of which offers the Master of Arts or Master of Education degree in a variety of fields leading to and strengthening skills needed for professional careers in private industry, government agencies, non-profit organizations, and public and non-public schools. The Master of Education is housed in the department of Curriculum and Teaching. The Master of Education with a concentration in Critical Thinking is housed in the department of Educational Foundations.

The School has responsibility for coordinating the non-degree post-baccalaureate teacher certification program. A Master of Arts in Teaching (M.A.T.) program is also available to those seeking initial certification. The School has a commitment to offering graduate programs to urban school personnel through Project THISTLE, and provides a certification program in alcoholism counseling.

Arrangements can be made to offer graduate programs to employees of public schools and other organizations on site.

In addition, the New Jersey School of Conservation, one of the largest environmental and outdoor education centers in the world, is part of the School of Professional Studies.

Departments, programs, and concentrations within the School are:

*Counseling, Human Development and Educational Leadership*

Counseling, Human Services and Guidance (MA)

Human Services\*

Administration and Supervision (MA) (Required for Principal Certification)

Educator Trainer (Training Personnel)\*

Certification Programs for: School Administrator (Superintendent),  
Supervisor, School Business Administrator, School Social Worker,  
Student Personnel Services (Guidance Counselor)

*Curriculum and Teaching*

Master or Arts in Teaching (MAT)  
Teaching Middle School Philosophy\*  
Master of Education (M.Ed.)  
Post-baccalaureate Certification

*Educational Foundations*

Master of Education (M.Ed.)  
Critical Thinking\*

*Health Professions*

Health Education (MA)

*Home Economics*

Home Economics (MA)  
Family Life Education\*  
Family Relations/Child Development\*  
Home Economics Education\*  
Home Management/Consumer Economics\*

*Physical Education, Recreation and Leisure Studies*

Physical Education (MA)  
Coaching and Sports Administration\*  
Exercise Sciences\*  
Teaching and Administration of Physical Education\*

*Reading and Educational Media*

Reading (MA)  
Certification Programs for: Media Specialist,  
Reading Specialist

*Technology*

Industrial Technology and Education (MA)

\*Area of Concentration

# ACADEMIC FACILITIES

Montclair State is located on a 200-acre campus in Upper Montclair, New Jersey, 14 miles west of New York City. In addition to classrooms and studios, our facilities provide two modern theaters; a recital hall; a theater arts workshop; science and language laboratories; food laboratories; clothing laboratory in Home Economics; auto and power, energy, metals, and plastics laboratories in Technology; human performance laboratory in Panzer School Center and on-campus housing for approximately 2,000 men and women.

## COMPUTER CENTER

The Computer Center at Montclair State offers a wide variety of services to the college community. Through the facilities of MSCnet, faculty and students may access local computers or computers at other colleges and universities.

On-campus facilities include several terminal labs where users may access mini and mainframe computers. Currently available for local access are: a DEC VAX 6310, a DEC VAX 8200, a DEC VAX 3500, a DEC microVAX II, and a network of SUN Microsystems' file servers, compute servers and individual workstations. Through a high speed link to the JvNC Regional Research Network, access is also provided to many other national and international computer networks. In addition on-campus facilities include many micro-computer labs, featuring IBM PC's PS/2's, AT's, and XT's, Macintoshes, and Apple Computers.

## CURRICULUM RESOURCE CENTER

The Curriculum Resource Center, located in Chapin Hall, houses a collection of materials for use by teachers, curriculum committees, and others engaged in planning educational programs. The Center's collection includes textbooks, curriculum guides from New Jersey schools and schools across the nation, learning activity packages, professional books, computers, and computer software. The Center maintains evening hours for the convenience of graduate students and teachers. For further information, contact the Director of Teacher Education at (201) 893-5220.

## LABORATORY AND SPECIAL FACILITIES

Well-equipped laboratories support research in the mathematical and natural sciences. The Psychoeducational Center and the Reading Center also provide learning opportunities for graduate students.

## LIBRARY

All students and faculty are encouraged to make full use of the Harry A. Sprague Library and its many services. These services include reference assistance (in person and via telephone), interlibrary loan (borrowing of materials from other libraries), access to non-print media, photocopies, VAX system terminals, on-line



information retrieval, compact disc information retrieval, library tours and bibliographic instruction, study and meeting space, reader/printer machines, public telephones, change machines, and designated quiet study areas.

An informed and helpful staff of librarians and library assistants is ready during all hours of opening to provide support in the use of the collections and services.

In addition to the superior reference, periodical, and circulating book collections, the Library is a selected depository of United States and New Jersey government publications.

The collection of non-print media consisting of periodicals on microfilm, government and reference reports on microfiche, corporation annual reports, backruns of newspapers, filmstrips, spoken word and music on cassette and LP's, an extensive collection of classical and award winning productions on videotape, and a compact disc collection support a variety of scholarly projects.

Each student and faculty member should establish a borrower file by registering with the Library at the Circulation Desk soon after registering at the College and acquiring an I.D. card. All of the aforementioned services and collections are accessible upon presentation of a validated I.D. card. An on-line circulation system accelerates the identification and checking out of library materials.

All Library services are available during scheduled hours of opening. Please inquire by calling a number on the following directory of departments and services:

Director .....	(201) 893-4301
Assistant Director for Technical Services .....	7150
Acquisitions/Collection Development .....	7151
Bibliographic Instruction .....	7144
Cataloging .....	7077
Circulation .....	7148
Computerized Reference Service .....	7146
Government Documents .....	7145
Interlibrary Loan .....	7143
Non-print Media .....	7153
Periodicals .....	5286
Head of Reference Services .....	7144
Reference Desk .....	4291, 4297
Library Hours .....	4298

## MARINE SCIENCES CONSORTIUM

The facilities of the New Jersey Marine Sciences Consortium, including the field stations at Sandy Hook and Seaville, are available to Montclair State students. The consortium sponsors an extensive summer program of regular and independent study courses in the marine sciences at the graduate level.

## MEDIA CENTER

A well-equipped Media Center is located in College Hall. It takes care of all requests for audiovisual materials, equipment, and services. The center also handles the scheduling and rental of films.

On request, the staff will demonstrate audiovisual techniques and design and produce custom graphic and photographic materials. The center lends a variety of equipment to students for special projects. Telephone (201) 893-4240.

## PSYCHOEDUCATIONAL CENTER

The Center has been designed to train graduate students in the areas of special education, learning disabilities, school psychology, and speech-language pathology. It additionally serves the community by offering programs that suit the mutual needs of students and clients. The Center operates an assessment component, Communication Disorders Center, Communication Disorders Demonstration Program, Parent/Infant Program, and Music Therapy Clinic on campus.

## SPECIAL EDUCATION

The following academic courses of study at Montclair State prepare graduate students to work with individuals who are experiencing difficulty with communication, learning, or life adjustment: Counseling, Human Services and Guidance, Early Childhood Special Education, Learning Disabilities, Physical Education, Recreation and Leisure Studies, Reading, School Psychology, Speech-Language Pathology, and Teacher of the Handicapped. Consult the index to locate details about individual programs.

Students enrolled in these courses of study may receive part of their training on campus at the Psychoeducational Center. The Center operates an assessment component, Communication Disorders Center, Communication Disorders Demonstration Program, Parent/Infant Program, and Music Therapy Clinic on campus.

## TELEVISION CENTER

A well-equipped Television Center is located in Life Hall, Room 117. It takes care of those requests for television equipment and services which are not handled by the Media Center, such as repairs and duplication. On request, the staff will demonstrate television techniques and do some production. Telephone (201) 893-4341.

# ADMISSION AND MATRICULATION

To be admitted to graduate study at Montclair State, an applicant must have a baccalaureate degree from an accredited college or university in the United States or its equivalent from a foreign institution of higher education. An applicant must also have an appropriate academic background for the program or degree desired. To be matriculated in a particular degree program, the applicant must submit all required credentials and receive an admissions decision issued by the Office of Graduate Studies.

Applicants are evaluated on several criteria (e.g., grade point average, test scores, recommendations, interviews, essays and/or standardized portfolios, auditions) to enable the College to identify those students who demonstrate the greatest promise of scholarly achievement and ability to benefit from their proposed program of study.

To be admitted to the Teacher Education Program, applicants must meet separate criteria beyond those required for admission to graduate study. Initial teaching certification may be gained exclusive of, or in conjunction with a degree program, and a post-certification degree program is also offered. (Please see "Teacher Certification, Post-Baccalaureate, Post Master of Arts Programs" in Index.)

**Applications/Enrolling in Graduate Classes:** Montclair accepts applications at any time of the year and processes them as quickly as possible. However, if matriculation (the development of a detailed scholastic work program) prior to enrollment is important to a student, then the application for graduate admissions should be filed in time for all supporting documents to arrive in the Office of Graduate Studies normally no later than April 1 for the Summer Sessions, July 1 for the fall semester and November 1 for the spring semester. International applicants must check the General Requirements for more information. The School Psychologist Program has a deadline of January 31 for the following fall semester. If a student's file is not completed in time for the semester for which a student has applied, the student may be granted permission to register in most cases provided that the student shows evidence of proof of a degree. For registration in subsequent semesters, however, all required credentials must be received.

Students who wish to pursue initial teaching certificates may only register for specific courses designated by the Teacher Certification office prior to gaining formal admission to the Teacher Education Program.

A maximum of six completed credits may be allowed for transfer to degree program prior to attaining matriculated or deferred matriculated status. This six credit total includes all transfer credits and non-degree credits taken at Montclair. A student must meet all course prerequisites. Successful completion of these six semester hours does not guarantee admission into a degree or certification program.

**Obtaining Graduate Applications and Graduate Information:** To obtain applications contact: The Office of Graduate Studies, College Hall 208, (201) 893-5147. The Office is open from 8:30-4:30, Monday through Friday. During fall



and spring semester, the Office is open Monday and Thursday evenings until 7:00 p.m.

Whether enrolling as a matriculated or non-matriculated graduate student, it is *critical* that a student receive advisement prior to registering for courses. For graduate information and/or to be directed to the appropriate advisor check the Directory of Graduate Advisors in the back of this catalog.

## GENERAL REQUIREMENTS

**Transcript:** Two copies of an official transcript must be submitted from each college and university attended.

**Graduate Record Examination (GRE):** The GRE aptitude test is required of all students applying for admission to a degree program, except for applicants to the MBA program who are required to take the Graduate Management Admission Test (GMAT) and applicants to the Counseling area of the Department of Counseling, Human Development and Educational Leadership who are required to take the Miller Analogies Test instead. Applicants to the Fine Arts Department are required to take the GRE or the Miller Analogies Test (MAT). Some departments also require the GRE advanced test in the applicant's proposed field of study and/or the Miller Analogies Test. Students should check the department statement in this catalog for specific requirements.

Students should make arrangements to have an official notification of their GRE test scores sent directly to the Office of Graduate Studies. Since it generally takes about six weeks for test scores to reach the College, students are advised to take the required test as soon as possible after applying for admission. Information about the GRE may be obtained from the Educational Testing Service, Princeton, New Jersey 08540, or from the Office of Career Services at Montclair State, (201) 893-5194.

**Recommendations:** Recommendations from at least two persons who are qualified to evaluate the applicant's promise of academic achievement are required for admission to all degree programs.

**Statement of Objective:** All students applying for admission are asked to provide a statement outlining their goals and purposes in the graduate study they wish to pursue.

**Teaching Certificate:** A copy of an applicant's teaching certificate(s) is required of all students seeking admission to a program leading to advanced certification or certification in an additional field.

**Acceptance Procedure:** Final action on an application cannot be taken until all supporting credentials have been received in the Office of Graduate Studies. However, applicants whose transcripts show conferment of a bachelor's degree will be given permission to register on a non-degree basis.

Applicants who meet the minimum standards for admission will be advised by letter to arrange a conference with the graduate advisor of the department in which the student wishes to study. The department advisor will evaluate the student's qualifications for acceptance into the program.

**Matriculation:** Students who are accepted into a degree program will be formally matriculated and given an official work program developed in conference with the graduate advisor. The student will receive official notification of matriculation from the Office of Graduate Studies.

**Deferred Matriculation:** Applicants with marginal qualifications or inadequate preparation may, upon recommendation of the department, be admitted to study on a conditional basis (deferred matriculation) with the understanding that eligibility for matriculation will be established in a manner prescribed by the department in which the student wishes to matriculate. Course work and other study undertaken to remedy the deficiency or to demonstrate the ability to do graduate-level work may be in addition to the regular program requirements.

**Non-Degree Students:** Individuals who have a baccalaureate degree and want to enroll in particular courses to satisfy personal interests without reference to matriculation in any degree or certification program may apply for admission as non-degree students. (Note: Most MBA courses are not available to non-degree students.) Applications for this status do not require the supporting credential specified above for degree programs, except for the transcript showing possession of a bachelor's degree and the statement of objectives.

Admission on a non-degree basis does not imply acceptance in or eligibility for matriculation in any degree program.

**Admission of Veterans:** Veterans seeking admission to a graduate program should apply to the Veterans Administration for a certificate of eligibility and entitlement well in advance of the registration date. These forms may be obtained at the Veterans Office located in College Hall, Room 317A.

The Veterans Administration has established certain limitations, particularly with regard to changes in courses. It therefore becomes important that veterans clearly state their educational objectives on all appropriate forms.

To insure that the application is in order, and that the veteran has fulfilled the requirements of the GI bill, the veteran should report during registration to the Veterans' Counselor.

**International Applicants:** Anyone who obtains an undergraduate degree from a non United States university or college should obtain an application from the Office of Graduate Studies, and return the completed form to the office at least one month prior to the normal deadline.

As proficiency in spoken and written English is prerequisite to graduate study at Montclair State, TOEFL (Test of English as a Foreign Language) scores are required for all applicants who have undergraduate degrees from institutions where English is not the native language. TOEFL is administered world-wide by the Educational Testing Service of Princeton, New Jersey. Scores from this test should reach the Office of Graduate Studies no later than the normal deadline.

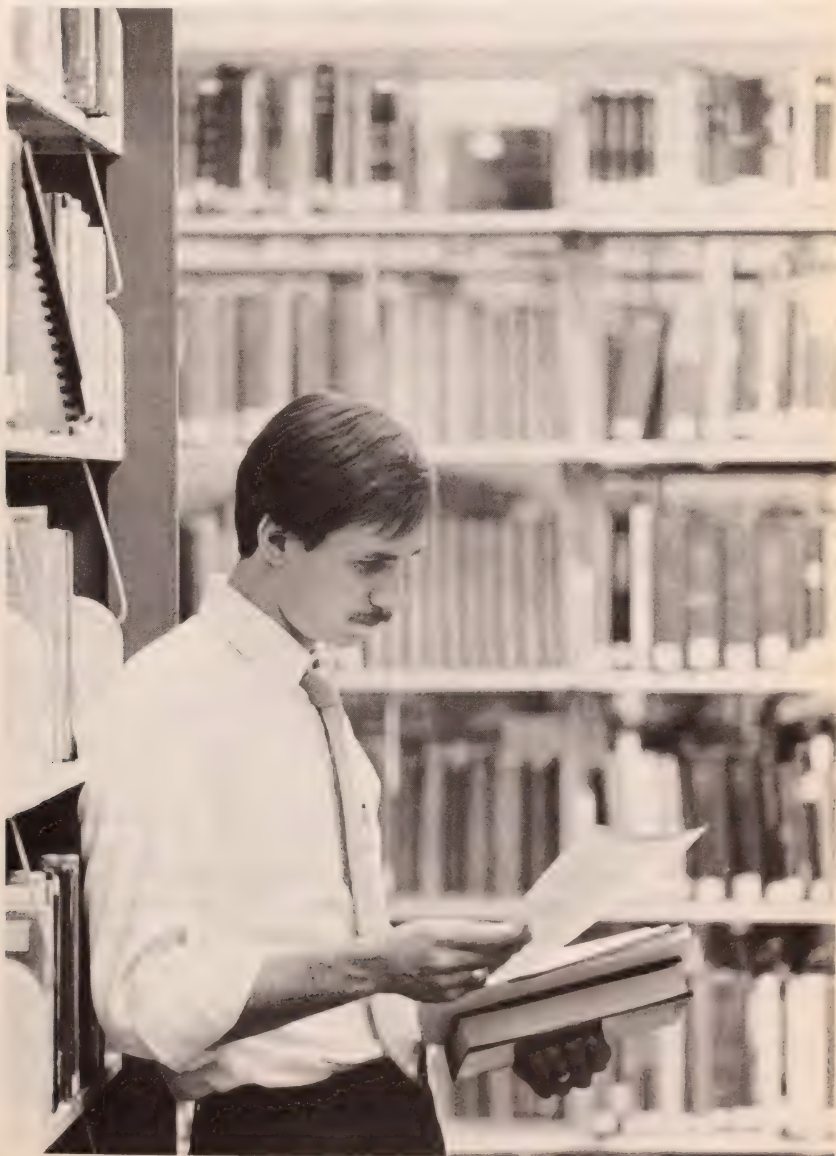
All international applicants must request a document-by-document evaluation from World Education Services (P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745, USA). A copy of the report should be sent to the Office of Graduate Studies at Montclair. In addition to providing World Education Services with official transcripts of all previous educational institutions and certified English translations, another set of official transcripts and certified English translations should be sent to the Office of Graduate Studies at Montclair.



**Qualified Seniors:** Montclair State undergraduates with an academic average of at least 2.67, who are within 16 semester hours of graduation, may take up to six semester hours of graduate work at the 500 level, if prior permission is granted.

In order to be eligible to take graduate courses, a qualified senior must complete an application form for graduate admissions. Qualified undergraduates taking graduate courses for graduate credit must pay appropriate fees and tuition at the graduate student rates. Admission of an undergraduate to courses at the graduate level does not imply future acceptance into a graduate degree program.

**Visiting Students:** Graduate students matriculated at another college should consult the Schedule of Courses booklet for details on how to register for courses.





# ACADEMIC POLICIES AND REGULATIONS

**Course Load:** Nine semester hours constitute a full-time course load. Graduate assistants are required to carry six semester hours for full-time status.

**Course Numbering and Scheduling:** Selected courses numbered from 400 through 499 are senior-graduate courses. They may be taken for graduate credit only with the permission of the graduate advisor in the student's major department and only to the extent approved by regulations governing graduate studies. At this time, no more than 25 percent of the courses for a master's program may be numbered from 400 through 499. Courses numbered below 400 are not acceptable for graduate credit.

Courses numbered 500 and above are open only to graduate students and last-term seniors with prior approval. Courses are scheduled in the late afternoon and evening during the fall and spring semesters. Summer Sessions graduate courses are scheduled both in the day and evening.

**Restrictions for Graduate Credit:** No credit is granted toward the Master of Arts degree for certain 400 level courses which are required for initial certification.

Courses taken ten or more years prior to the date of the student's matriculation will not be accepted for credit toward the master's degree, except upon recommendation by the major department and approval of the appropriate academic dean.

No more than six semester hours of credit may be allowed for courses completed at Montclair State prior to matriculation for the master's degree, except in specially designated programs.

No graduate credit is allowed for courses taken at other colleges while the student is enrolled at Montclair State unless the student obtains prior approval from the appropriate academic advisor. A form for this purpose is available in the Office of Graduate Studies and should be completed well before the transfer credit is needed.

Credit is not allowed for courses taken on an audit basis.

It is the obligation of each student to ensure that no course undertaken for graduate credit duplicates a course previously taken by that student. Courses may not be taken more than once for credit regardless of any change in the course number or title.

**Transfer Credit:** A student may transfer six semester hours of graduate credit previously earned at an accredited college or university toward a degree program at Montclair State, provided the student obtains approval from the department graduate advisor at the time of admission, and provided that the credits were not previously applied to any degree. This approval must be noted on the student's work program. Grades below B are not accepted for transfer credit, nor are courses below graduate level in the originating institution.

**Time Limit:** Requirements for all master's degrees except the Master of Business Administration must be completed within six years from the date of matriculation unless there is an approved extension. In the case of the MBA, students must complete this program within eight years of the date of matriculation unless there is

an approved extension. Written applications for extension will be reviewed and evaluated by the Office of Graduate Studies on the basis of the student's progress toward the degree and in accordance with established graduate policy at the time of application. The Dean of the school involved will be consulted in reaching a decision.

**Grades and Standards:** Effective fall semester 1989 the grading system for graduate courses at the 500 level or above, shall include:

A = 4.0	C+ = 2.3	IN	Incomplete
A- = 3.7	C = 2.0	WD	Withdrew
B+ = 3.3	C- = 1.7	NC	No Credit
B = 3.0	F = 0.0	AU	Audit
B- = 2.7		RD	Repeated Course
		RF	Repeated Course

Effective fall semester 1989, the grade "D" was eliminated as a possibility for graduate courses.

The mark "F" signifies: (1) academic failure; (2) failure of the student to submit written notice of withdrawal; or (3) unofficial withdrawal after the midpoint in the semester. The mark "WD" is given to those who submit in writing their intention of withdrawing from a course before the midpoint of a semester.

The grade "IN" is intended to indicate that the student has not completed the course and that a grade is being withheld until the work is performed and approved. Students must enter into a formal contract with the faculty prior to the end of the semester, using the form available in the Office of the Registrar. The "IN" if not replaced with a final grade by May 1st for fall and winter incompletes and December 1st for spring and summer, will become an "F." Exceptions can be granted only upon petition to the appropriate School Dean.

A change of grade request from other than an "IN" grade, must be processed by faculty and approved no later than the end of the next full semester following the semester in which the grade was earned.

In order to qualify for the master's degree, a student must have a 3.00 grade point average within the major as well as cumulative grade point average of 3.00 based upon a possible 4.00 system. Students may repeat a grade of F with approval of the appropriate graduate advisor and the Office of Graduate Studies.

Any matriculated student whose grades fall below 3.00 cumulative grade point average will be placed on academic probation and will be given one semester, within one year from that date to achieve the required average. Failure to obtain the required average within the prescribed period of time leads to final review which may result in the termination of matriculated status. A student may appeal such action in writing to the appropriate academic dean.

An official record of credits and grades earned will be mailed to the student following the close of each semester.

**Audit Policy:** To "audit" a course is to attend class regularly, without the obligation of participating in classroom discussions, laboratory work, examinations, performances, or any class activity other than listening. A course may be audited under the following conditions:

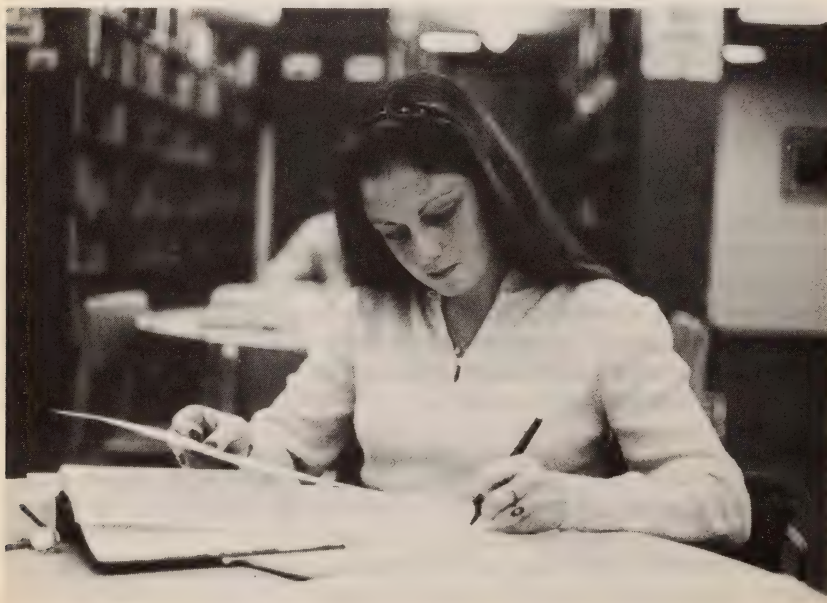
1. Students auditing a course are required to establish eligibility for admission, register, and pay full tuition and fees.



2. A course may be audited on a space-available basis only and requires approval and signature of the department chairperson.
3. Students are required to file an Audit Application with the Office of the Registrar in addition to the registration form.
4. Montclair State's attendance policy applies to audited courses.
5. Audited courses are considered as part of the student's regular course load.
6. Audited courses do not carry academic credit.
7. An "audit" may not be changed to "credit" nor a "credit" to "audit" after the first three weeks of the semester.
8. The student's record will show a grade of "AU" for the course if the instructor certifies that the regulations, including required attendance, have been met.
9. A student who later seeks credit by examination for a course previously audited must be enrolled at Montclair State at the time that the examination is taken and is subject to such fee charges for the examination as the College may establish.
10. A student who has audited a course may take the course at a later date for credit.

**Registration Procedure:** All formally admitted graduate students who were registered at Montclair State during a given semester and all newly admitted graduate students will automatically be eligible to participate in Registration for the immediately following semester. Returning students who are not currently enrolled must contact the Office of the Registrar to request registration material.

Registration procedures, regulations, and deadlines may be obtained from the Office of the Registrar or from the semester's Schedule of Courses book. Newly admitted students will receive information on registration from the Office of Graduate Studies.





# GRADUATION REQUIREMENTS

**Program of Study:** A minimum of thirty-two semester hours of graduate credit is required in all departments. Additional hours may be required to satisfy prerequisites or special programmatic purposes.

All students with the exception of MBA students must pass a comprehensive examination in their field, either oral or written or both with the approval of the graduate advisor and the Office of Graduate Studies; a thesis may be substituted for all or part of the examination.

Candidates are also required to demonstrate their ability to execute and report on an independent research project or other creative production. This requirement may be satisfied in one of several ways: (1) a project report written in connection with a required departmental seminar, (2) a master's thesis or (3) the production of a creative project in the fine and performing arts or humanities. The option selected must have departmental approval.

A department may accept the master's thesis as equivalent to a required seminar and/or in lieu of all or part of the comprehensive examination.

**Thesis:** Those interested in writing a thesis must obtain the MSC Thesis Guidelines from the Office of Graduate Studies or their major department, and consult the graduate advisor before beginning any part of the process. Students are responsible for following these guidelines in selecting an advisor and a topic, registering, completing, and typing the thesis, defending, and applying for graduation. *Form A – Approval for Writing a Master's Thesis* must be signed by all parties concerned and the appropriate section turned in at the initial registration for thesis. **THERE WILL BE NO REGISTRATION FOR THESIS OR THESIS EXTENSION WITHOUT WRITTEN PERMISSION.**

**Comprehensive Examination:** The comprehensive examination is open only to matriculated students and is usually administered once in October and once in March. Students should check with their departmental graduate advisor to determine the date and time of the examination.

It is the student's responsibility to file the Notification for Comprehensive Examination form with the appropriate department at the beginning of the semester the examination is to take place. The form is available in the Office of Graduate Studies or departmental offices.

Students who fail the departmental comprehensive examination are allowed to retake it twice but must reapply each time as described above.

Effective October 15, 1985, the New Jersey State Board of Education requires candidates for *instructional* certificates to take sections of the National Teacher Examination or, in some cases, the Graduate Record Examination, and achieve a minimum score prior to certification. Information regarding *which* tests to register for and how to register is available in the Office of Teacher Education, 003 Chapin Hall.

**Application for Final Evaluation for Graduation and Certification:** Students are required to complete the curriculum prescribed in the College catalog in effect, or as subsequently modified, when they matriculate. Graduate students are required to maintain a cumulative grade point average of 3.00 based upon a possible 4.00 system. Graduate students are also required to maintain a cumulative

grade point average of 3.00 in the major if required by the department. Inquiries pertaining to an individual's program of studies should be referred to the appropriate academic or faculty advisor. It is the student's responsibility to meet all graduation requirements.

Degree candidates are required to file an Application for Final Degree/Certification Audit with the Office of the Registrar prior to the intended graduation date. All degree requirements must be completed by the respective graduation dates.

**Application for Final Degree/Certification Audit filing deadlines for master's degree candidates are October 1 for graduation the following May, March 1 for graduation the following August, and June 1 for graduation the following January.**

Prior to registration for the final semester, the student will be mailed a copy of the final audit listing requirements that must be completed in order to meet the intended date of graduation. Students who wish to confirm receipt of their Application for Final Degree/Certification Audit by the Office of the Registrar should consult the list posted outside the office during the month immediately following the filing deadline.

**Master's degree candidates who have been evaluated for New Jersey teaching certification endorsement are required to also file an Application for Certification and pay the required fees by check or money order to Montclair State College in the Office of the Registrar during the period of March 15-April 15 for May graduation, July 1-August 1 for August graduation, and October 15-November 15 for January graduation. The fee is \$40.00 or \$50.00 for each endorsement, depending upon the specific certificate.**

Effective October 15, 1985, The New Jersey State Board of Education required candidates for instructional certificates to take sections of the National Teacher Examination and achieve a minimum score prior to certification. Information regarding which test to register for and how to register is available in the Office of the Director of Teacher Education.

**Approved Educational Certification Programs:** Students who have been admitted to an approved certification program at the College and are seeking New Jersey Instructional, Educational Services, or Administrative certificates are required to file an Application for Final Degree/Certification Audit and an Application for Certification with the Office of the Registrar.

**Application for Final Degree/Certification Audit filing deadlines for students who have been admitted to an approved certification program are October 1 for certification the following May, March 1 for certification the following August, and June 1 for certification the following January.**

Prior to registration for the final semester, the student will be mailed a copy of the final evaluation listing requirements that must be completed in order to meet the intended date of certification. Students who wish to confirm receipt of their Application for Final Degree/Certification Audit by the Office of the Registrar should consult the list posted outside the office during the month immediately following the filing deadline.



Students who have been admitted to an approved certification program and have been evaluated are required to file an Application for Certification and pay the required fees by check or money order to Montclair State College in the Office of the Registrar during March 15-April 15 for May certification, July 1-August 1 for August certification, and October 15-November 15 for January certification. The fee is \$40.00 or \$50.00 for each endorsement, depending upon the specific certificate.

Effective October 15, 1985, the New Jersey State Board of Education required candidates for instructional certificates to take sections of the National Teacher Examination or, in some cases, the Graduate Record Examination, and achieve a minimum score prior to certification. Information regarding which tests to register for and how to register is available in the Office of the Director of Teacher Education.

Students seeking certification through professional associations (e.g. American Dietetic Association, National Association of Music Therapy, Inc.) should apply to the appropriate association.

**Commencement and Diploma:** Commencement exercises are held in the spring semester of each year. Students who meet the scholastic requirements for their degrees and who have fulfilled all other obligations to the College will be graduated in August or in January. The Office of the Registrar will notify students when diplomas will be available.





# TUITION AND FEES\*

## Tuition Charge

Graduate tuition, for those students who hold at least a bachelor's degree, per semester hour of credit	
(in state)**	\$120.00
(out of state)	\$151.00

## Fees

Student Building fee, paid each time a student registers, per semester hour	\$8.50
General Service fee, paid each time a student registers, per semester hour	\$2.00
Late Registration Processing fee, for all students who register after the regular registration period (non-refundable)	\$50.00
Late Payment fee, for any student who fails to make payment by the due date of the bill (non-refundable)	\$50.00

*\*Tuition and fees are subject to change without prior notice.*

*\*\*In order to qualify for the in-state tuition rate, the student, parent(s), or guardian(s) upon whom the student is financially dependent must be a bonafide domicile within the State for a continuous period of one year immediately prior thereto. (N.J.S.A. 18:62) All international students are considered as non-residents for tuition purposes, regardless of where they reside while attending Montclair State. Any questions concerning the residency status should be directed to the Business Office.*

## Parking (decals purchased for the fall or spring semester are valid through the summer)

Automobiles and trucks (first vehicle registered)	\$20.00
(alternate vehicle registered)	\$10.00
Motorcycles (first motorcycle registered)	\$10.00
(alternate motorcycle registered)	\$ 5.00
Automobile and motorcycle (total)	\$25.00

## Application for Admission (Non-refundable Fee)

Each application for admission must be accompanied by an application fee of	\$20.00
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## Application for Certification (Non-refundable Fee)

Per each New Jersey Instructional, Educational Services or Administrative Certification Endorsement	\$50.00
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## Transcript Fee (Non-refundable)

Per copy (both undergraduate and graduate records for same student are considered one copy)	\$ 2.00
Five or more copies requested at the same time for the same student (maximum)	\$10.00

## Payment

Payment may be in the form of cash (if paying in person at the Business Office), money order, personal or certified check, or by credit card (VISA or Mastercard only).

Checks and money orders are payable to Montclair State College.

## Refund and Withdrawal

In accordance with the New Jersey State Board of Higher Education policy dated July 16, 1976, the following uniform schedule of refunds for tuition and service charges is effective in all New Jersey State Colleges:

	Percent Refunded
Course discontinued by college authorities .....	100
Official student withdrawal during the first week of classes .....	100
Official student withdrawal after first week but during first third of course .....	50
Official student withdrawal after first third of course .....	NONE

Refunds for courses that are scheduled other than the full semester are prorated in accordance with the above stipulations.

Official withdrawal is effective on the date which the Office of the Registrar receives written notification from the student. No withdrawals are accepted after the midpoint of a course.

Note: Comparable refund periods apply during the Summer and Winter Sessions.



# FINANCIAL AID

Several kinds of financial aid are available to graduate students who meet all admission requirements. Some of these aids provide an opportunity for desirable professional experience as well. Conditions for assistantships, loans and other aids are subject to change.

**Graduate Assistantships:** Graduate Assistants are expected to contribute an average of 15 hours per week during a 10-month academic year covering September 1 to June 30. They may be given teaching assignments or other duties which are directly associated with their department's educational responsibilities.

A stipend of \$3,000 plus waiver of all College-wide fees and tuition for all graduate level courses required to complete individual degree programs are included as part of the assistantship. During the academic year following the assistantship, tuition waiver and College-wide fee waiver are also included for the number of semesters equal to the number of semesters served as a Graduate Assistant. Graduate Assistants are defined as full-time students if registered for at least 6 semester hours. The Registrar is authorized to certify this full-time status. Therefore, Graduate Assistants may not register for more than 12 semester hours per semester without written approval of the appropriate academic dean. For an application, contact the Office of Graduate Studies.

Graduate Assistants must be either matriculated or eligible for matriculation into a graduate degree program at Montclair State prior to their appointment.

**Resident Assistantships:** Opportunities are available for graduate students to work as Residence Hall Directors (graduate interns). These graduate interns serve as directors for small residence halls for undergraduate students from June 15 to June 15 of the following year.

There is a monetary stipend plus room and board for the year and a tuition waiver.

Applications are available in March when there is a vacancy. If any further information is required, you should contact the Office of Residence Life, fourth floor, Bohn Hall, and speak with the Associate Director.

We encourage graduate applicants who are accepted at Montclair State in the fields of counseling, psychology, or communication, and with any prior experience as an undergraduate within Residence Life or student activities, to participate in our Residence Life Program.

The graduate assistants, as well as the full time residence hall director, play an important role in the administration of our residence hall program.

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**The following programs are administered by the Office of Financial Aid. All inquiries should be directed to it at (201) 893-4461.**

**Equal Opportunity Fund Grant and Assistantships (EOF):** Residents of New Jersey who received undergraduate EOF grants, or who were qualified for EOF but did not attend undergraduate colleges with EOF programs, may apply for EOF grants and assistantships. Those interested should contact the director of the EOF graduate program (201) 893-4384.



**Stafford (GSL) Loan:** Loans may be made by participating banking or savings and loan institutions and are guaranteed by the New Jersey Education Assistance Authority. A list of participating lenders may be obtained from the Authority. The maximum amount of such loans is limited to \$7,500 annually for graduate students. There is no interest charged while attending Montclair State, but it is charged beginning six months after termination of attendance.

**SLS Program:** Full and half-time students may obtain loans under this program. Amounts up to \$4,000 are available. Information and applications are available at participating lending institutions.

**College Work-Study:** Graduate students as well as undergraduates may apply for part-time jobs in the College at an hourly rate under the federal work-study program. Students must demonstrate financial need.

**Enrollment Status:** Only *matriculated* or *certificate program* students are eligible for financial aid under the following programs – Stafford, SLS Loan, and College Work-Study.

The **GAPSFAS** (Graduate and Professional School Financial Aid Service) form is used to determine eligibility for the Stafford (GSL) Loan and College Work-Study Programs. The GAPSFAS is available from the Financial Aid Office.

**Satisfactory Academic Progress:** All graduate students who receive financial aid administered by the Financial Aid Office must maintain “satisfactory academic progress” as defined by the College. A complete summary of these requirements is available from the Financial Aid Office.

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**International Students (Non-Resident Tuition Waiver):** A remission of non-residential tuition may be made to students from other countries who demonstrate financial need. Those interested should apply by November 1 for the following spring semester and by May 15 for the following fall semester. For further information and/or applications please contact the International Student Advisor.

**Part-Time Employment:** Career Services, located in the Student Center Annex, 104, (201) 893-5194, lists several thousand part-time, summer, and temporary positions each year. Graduate students may check current listings daily between 8:30 a.m. and 4:30 p.m., Monday through Friday and on Thursdays until 8:00 p.m. during the semester. In addition, they can confer with the job developer, attend seminars on the creative job search, and register with the office’s computerized job matching system to receive notices in the mail.

## **Scholarships:**

### **Career Services**

#### **CHARLES BARGERSTOCK MEMORIAL FUND**

*Amount:* \$500 (per semester)

*Criteria:* Graduate students enrolled in the counseling and guidance program. Available for internship ten hours weekly in Career Services Office, Department of Counseling, Human Development and Educational Leadership, or Graduate Studies Office.

### **English**

#### **MARY BONDON SCHOLARSHIP AWARD**

*Amount:* \$1,000

*Criteria:* Qualified MSC English Department graduate student pursuing a career in the teaching profession in area of English Literature.

*Contact:* Chairperson, English Department, or English Graduate Program Coordinator

#### **LAWRENCE H. CONRAD MEMORIAL SCHOLARSHIP**

*Amount:* Varies

*Criteria:* MSC graduate, pursuing graduate degree in American Literature or Creative Writing at the College. Selection based on value of thesis proposal and financial need.

*Contact:* Chairperson, English Department

### **Graduate Studies**

#### **SIMONE PICARD ASSISTANCE FUND**

*Amount:* Varies

*Criteria:* Student enrolled in a master's degree or other post-baccalaureate program at Montclair State. Preference will be given to applicants preparing for careers in teaching or related educational areas. Under circumstances deemed exceptional by the Committee; partial assistance may be granted to baccalaureate degree students who have completed at least 60 semester hours of work of which 24 semester hours had been completed at Montclair State.

*Contact:* Dr. Bertha B. Quintana, Anthropology Department

### **Mathematics and Computer Science**

#### **MAX A. SOBEL FELLOWSHIP**

*Amount:* Amount and frequency vary.

*Criteria:* Graduate student in mathematics education; nominated by mathematics education faculty.

*Contact:* Chairperson, Mathematics and Computer Science Department

## **WESTERDAHL SCHOLARSHIP**

*Amount: Tuition Waivers (maximum of 4 courses)*

*Book/Equipment/Travel Awards (maximum of 4 courses)*

*Criteria: Awards are for graduate education in mathematics and/or computer science.*

*Contact: Graduate Advisor, Mathematics and Computer Science Department*

## **Merit Scholarships**

### **THE PHYLLIS LEBOFF ENDOWMENT FUND IN HONOR OF HER HUSBAND, GERALD A. LEBOFF**

*Amount: Varies*

*Criteria: Talented and gifted undergraduate and graduate students.*

*Contact: Office of Development*

For a complete list of scholarships available to graduate and undergraduate students, consult the current undergraduate catalog, available in the Office of Admissions.

**Veterans Benefits:** The Office of Veterans Affairs is located in College Hall Room 317A. All United States veterans/dependents should contact this office as early as possible in their academic programs. The Veterans Office maintains a list of scholarships, fellowships, loans, grants, awards, and internships designed primarily or exclusively for U.S. veterans, military personnel, and their dependents only; state sources of educational benefits; and reference sources on financial aid. For further information contact the office directly at (201) 893-5180.

**NOTE:** All veterans should submit a copy of their discharge papers (DD214's) to this office.





# STUDENT SERVICES

**Alumni Association:** The Montclair State College Alumni Association is a non-profit organization that has served the graduates of the College since 1910. All graduates of MSC, Panzer College, and their earlier embodiments are members of the Association.

The Alumni Association, in cooperation with the Office of Alumni Relations, has the primary responsibility to initiate, encourage, and coordinate solicitations of graduates of Montclair State. The Association's annual solicitation program includes phonathons and direct mail. Unless otherwise designated, all gifts are credited to the Alumni Annual Fund, and are used to sponsor a number of programs each year including Faculty Research Grants, Outstanding Graduate Student Awards, Undergraduate Scholarships, Student Project Grants, Homecoming, on- and off-campus reunions, the Presidential Lecture Series, affinity-card and travel programs, conferences, seminars, and other noteworthy projects.

The Alumni Association is governed by a 32-member elected Executive Board, working in concert with Montclair State's Office of Alumni Relations, consisting of a full-time director, assistant director and secretary, and a part-time bookkeeper, and records clerk. The Office of Alumni Relations has the primary responsibility for developing and maintaining the liaison between the College and the Alumni Association, and functions as part of the Development staff.

The Alumni Relations offices are located on the second floor of the Alumni House at 34 Normal Avenue, across from Sprague Field. Telephone: (201) 893-4141.

**Bookstore:** Located on the ground floor of the Student Center Annex, the Bookstore sells textbooks, paperbacks, greeting cards, clothing, office supplies, and other items. Hours change each semester but are posted at the front door.

**Career Services:** This office provides career planning and job hunting information to students who are confused about their career goals, as well as those who have particular goals in mind. Graduate students are welcome to take advantage of all services including individualized counseling by appointment, seminars related to the job hunt, an extensive career library, and listings of full- and part-time jobs and internships. Unique services offered include computerized job matching systems; **Discover**, a computerized guidance system; and an alumni career information network.

The office is located in the Student Center Annex, Room 104, and is open Monday through Friday from 8:30 a.m.-4:30 p.m. and Thursday evenings until 8 p.m. during the semester. Appointments are not needed to use the career library, attend seminars, or look at the job listings. Appointments with counseling staff may be made by calling (201) 893-5194. Come into the office and see what's available.

**Child Care Center:** The Child Care Center has been designed to be an exciting, inviting place where children can explore a wide variety of materials and activities. The Center provides a developmental program for toilet-trained children ages 2½ to 6 years. The Center may be used by MSC students, faculty and staff for their children.

The Center is located in Stone Hall and the hours are 7:30 a.m. to 6:00 p.m. Arrangements can be made to provide child care until 8:00 p.m., if the need exists.

For further information and fees, please contact Janey DeLuca, Director, at (201) 893-7586.

**Counseling:** Psychological Services Center is available for students seeking professional assistance for personal problems. Although full services are not available, consultations, limited treatment, and referrals to community agencies or independent practitioners are made as appropriate.

Students may also participate in other aspects of the Center's program such as developmental groups and computer-assisted personal development programs. The office is open from 8 a.m. until 4 p.m. with additional hours by special arrangement. The office is located in Gilbreth House, (201) 893-5211.

**Cultural Opportunities:** A number of significant series of cultural events adds to the pleasantness and interest of life on the campus. The Department of Broadcasting, Speech Communication, Dance and Theatre presents several plays each semester, and, in the spring, a major student dance concert. The Department of Fine Arts and the division of galleries together operate exhibit spaces that are generally changed monthly. Distinguished artists visit the campus to talk about their work at the Art Department's Art Forum which takes place on most Thursday afternoons during the semester. The Music Department offers an extensive series of faculty and student concerts and recitals. The Office of Cultural Programming brings to the campus distinguished performers like Emelyn Williams, Alwin Nikolais and Shapiro and Smith.

During the summer, TheatreFest, the college's professional season stock company, offers a series of plays, each running one week with renowned stars.

**Dining:** Graduate students may choose a 19, 14, 9, or 5 meals per week dining plan. Each plan may be used in conjunction with a "Free Flow Plus" account which is the campus debit card. The card is available for use in all authorized dining locations in the Student Center and in Blanton and Freeman Dining Halls from 7:00 a.m.-10:00 p.m. (hours vary by location). For information, please contact the Office of Residence Life, Bohn Hall, (201) 893-5188, Monday through Friday, 8:30 a.m.-4:30 p.m.

**Further Graduate Study:** Students interested in attending a university for study toward a doctoral degree may find information in Career Services (Student Center Annex, 104). Departmental advisors should be contacted for information related to their specific discipline.

**Health Services:** A registered nurse is on duty 24 hours a day from 8 a.m. Monday until 4:30 p.m. on Saturday, in the College Health Center located in Blanton Hall. The door is locked after 10:00 p.m., and students must call (201) 893-4361 before coming between 10:00 p.m. and 7:00 a.m. The doctor is available during office hours every morning Monday through Friday.

**I.D.:** Students, faculty and staff are required to have a College-issued Photo Identification Card. This card must be shown to borrow books or copies of tapes from the Library; to use a book on Library reserve; to use the fieldhouse; and to participate in various activities sponsored by the Student Government Association and Montclair State.

All students currently holding photo I.D. cards will receive validation labels in College Hall, Room 204 or 216, at the start of each semester. All new students must have their photo taken in the Student Center, Room 423, and will receive a temporary I.D. card upon showing their course schedule. For receipt of their permanent photo I.D., students should call (201) 893-4147 to arrange for after-hour pick up at the second floor Information Desk. The hours are between 5:00 p.m. and 8:00 p.m., Monday through Thursday evening and Saturday between 10:00 a.m. and 2:00 p.m. during the spring and fall semesters.

**Insurance:** Medical insurance is available to all students at low cost, whether full- or part-time. If needed or desired, arrangements can be made through the College Health Center, (201) 893-4361.

**Older Adult Tuition Waiver Program:** New Jersey residents 65 years of age or older are eligible to take courses on a space available, tuition-waiver basis. To apply contact Montclair State's Center for Continuing Education, Legge House, 860 Valley Road (telephone: 201-893-4353).

**Parking:** The College maintains several parking lots for use by students. These are designated on all campus maps. Montclair State assumes no responsibility for cars or their contents while parked on College property. Parking decals are required of everyone and are available in the Business Services Office in College Hall. Decals must be displayed on all cars parked on campus. Shuttle buses are available to take people to and from parking lots and classroom buildings.

Students who fail to obey parking rules may receive either a municipal or College summons and possible towing.

**Residence Halls Facilities:** The Office of Residence Life maintains an off-campus listing of private homeowners and landlords who wish to rent rooms, apartments or houses to students. Information on available units is posted on the bulletin board located in Bohn Hall, adjacent to the classrooms. The Office of Residence Life (Room 411 Bohn Hall) is open on weekdays from 8:30 a.m. to 4:30 p.m., closed on holidays and weekends, and may be reached at (201) 893-5188.



**Security and Safety:** Assistance is provided by the Campus Police and Security Department in several ways: protection, investigation, information, and advice. Emergency telephones are available on light posts and buildings around campus. In case of fire or life-threatening emergency, dial 4111 on the campus line. For other assistance, dial 5222.

Some of the services offered to students by the Campus Police and Security Department are: information on rape and crime prevention, services to motorists (keys locked in car, stalled or disabled vehicle), and temporary parking permits (emergencies, temporary use or replacement vehicle, guests on campus, temporary overnight or disabled parking).

Campus Police will also respond to and investigate vehicle accidents and other incidents. Copies of these reports are available after three business days from the reported incident. Students are encouraged to report any incidents of a suspicious nature.

**Student Center and Dining Facilities:** The Student Center contains the College Store (books, supplies, clothing, gifts, etc.), Convenience Store, Information Desk, gameroom, Flea Market, and dining facilities.

There are a variety of dining options in the Student Center; the cafeteria, waitress service dining room, Rathskeller/pizzeria, Convenience Store, and vending machines which provide snacks and cold beverages, and a satellite operation in College Hall, the Snack Bar.

The Student Center is open when classes are in session throughout the academic year. During examination time and over holidays, modified hours will be posted.

**Transcripts:** To obtain a transcript, students must complete a transcript request form, available through the Office of the Registrar. A fee of \$2.00 per copy (both undergraduate and graduate records for same student are considered one copy) is payable in advance to Montclair State. If 5 or more transcripts are requested at one time, for the same individual, the fee shall be \$10.00. Please allow 10 working days for processing of all transcript requests. Additional time should be allowed for transcripts processed at the conclusion of each College session.

Transcripts will not be released for students who have an obligation (i.e., financial, library, parking, loan, etc.) to Montclair State.

**Women's Center:** The Women's Center is located in the Student Center, Rooms 420-422, telephone (201) 893-5114. The Women's Center aids in the education of women and men with respect to their changing roles, rights and responsibilities in today's world. Different programs/workshops and weekly noon discussion/support groups are offered each semester. A reference library and a referral service are available to Montclair State and the nearby community on a continual basis.



# ANTHROPOLOGY

*Chairperson: Dr. Bertha B. Quintana*

*Program Coordinator: Dr. Kenneth Brook*

## COMBINED BACHELOR AND MASTER OF ARTS IN PRACTICAL ANTHROPOLOGY

### THE PROGRAM

The five-year combined undergraduate and graduate program in practical anthropology culminating with the MA degree provides an integrated and challenging approach to undergraduate and graduate education in anthropology. Its primary objective is to provide students with the knowledge, skills and experience required to pursue careers in applied anthropology in non-academic settings. Its emphasis is on *practice* and the utilization of anthropological knowledge as well as adherence to the discipline's four-field approach and culture area perspective. Recognizing new occupational opportunities for practicing anthropologists, the program has been commended for the balance it achieves between academic integrity and practical concerns.

### CAREER OPPORTUNITIES

- Museum curatorial work, contract archaeology
- Historical preservation and reconstruction
- Government and private planning and research agencies
- International relations organizations
- Public interest organizations, community planning
- Medical and mental health programs
- Helping professions
- Market research, consumer affairs

### PROGRAM OBJECTIVES

- To familiarize students with anthropology's holistic and unifying perspective by introducing them to the integrative nature and practical applications of data from the discipline's four major subfields.
- To foster the development of cultural sensitivity through course work which addresses basic uniformities in human concerns and generates understanding of diverse cultural responses to them.
- To introduce students to the applications of anthropological theory and insights in contemporary affairs, and to the variety of contexts within which practicing anthropologists function.
- To instruct students in the qualitative and quantitative methodologies used by practicing anthropologists.



- To provide specialized preparation for students in needs and impact assessment, program evaluation, policy development, communication and mediation, cultural resource management.
- To provide actual field experience in the practice of anthropology by placing students in regional public and private agencies, where under faculty guidance and agency supervision, they assume responsibility for completing a significant project.
- To educate students about career opportunities in applied anthropology and the best strategies to be used in marketing their skills and experience.

## PROGRAM OVERVIEW

In combination, undergraduate and graduate course work in anthropology includes the following areas: basic core courses; practical anthropology; methods in anthropological research and practice; urban anthropology; culture change; quantitative methodology; computer applications; non-western cultures; and topical courses related to the student's career interests. Apprenticeship and treatise requirements are fulfilled in cooperation with faculty advisors.

## ADMISSION TO THE PROGRAM

The needs of graduate applicants are reviewed on an *individual* basis to insure that prerequisites for successful completion of the program are satisfied. In the process, every effort is made to minimize the number of undergraduate courses required of entering new students. During the final year of the program, each student conducts an apprenticeship in an actual work setting under the supervision of a professional anthropologist. To be awarded the MA in Practical Anthropology, students must achieve a minimum 3.0 average, pass a comprehensive departmental examination, and complete a treatise based upon the apprenticeship experience. Students interested in this innovative and comprehensive program are advised to contact the department chair or program coordinator for further information.

## ANTHROPOLOGY

### Course Descriptions

### Semester Hours

<b>PRAN 420</b>	<b>PRE-APPRENTICESHIP IN ANTHROPOLOGY</b>	<b>3</b>
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Students design their apprenticeship in Anthropology by completing the following tasks in cooperation with the program's director: identification of potential organizations for internship placement; initial agency visitations; selection of internship setting; and identification of a practical research problem. Prior to preparing an apprenticeship contract, each student is required to review related literature, produce a statement of objectives, and formulate a preliminary plan for conducting the project.

*Prerequisite: ANTH 321*

**PRAN 520 APPRENTICESHIP IN ANTHROPOLOGY 6**

As an outgrowth of their pre-apprenticeship experiences, students are required to implement their practical anthropological fieldwork projects. Under faculty guidance and agency supervision, students are to complete the following tasks: the development of the project design, the subsequent collection and analysis of data and the writing of a preliminary agency report. These experiences afford students opportunities to both test their acquired knowledge and to gain disciplined practice in their profession.

*Prerequisite: PRAN 420.*

**ANTH 530 ANTHROPOLOGY OF INSTITUTIONAL LIFE 3**

An analysis of the relationship between culture, society, personality and institutional life. Emphasis is placed on the relationship between formal organizations and public interests.

**ANTH 535 ETHNOLOGY 3**

A graduate introduction to the "science of peoples, their cultures and life histories as groups." Ethnographic and ethnological methodology and theory. Primarily for graduate students with limited or no previous course work in cultural anthropology.

**ANTH 536 CULTURAL DIVERSITY 3**

Descriptive, historical and theoretical anthropological works provide the basis for studying likenesses and differences among folk and urban cultures, their historic development, and interrelationships between differing aspects of culture.

**ANTH 537 RESPONDING TO CULTURE CHANGE 3**

Emphasis on the dynamics of cultural preservation, transmission, and change. Factors and conditions which retard and/or stimulate culture change are considered in transcultural perspective. A unit of study is devoted to the psychocultural consequences of rapid change.

**ANTH 538 ETHNOPSCHOLOGY 3**

This is an interdisciplinary course on convergencies of theoretical and methodological concepts from psychology and anthropology. There is a cross-cultural focus on the relationship of culture to personality, cognition, stress, mental disorders, and aging. Cross-listed with PSYC 538.

*Prerequisite: Undergraduate work in psychology or anthropology.*

**ANTH 542 CONTRACT ARCHAEOLOGY 3**

The course provides a comprehensive knowledge of cultural resource surveys. Included will be the study of the Federal and State legislation governing contract archaeology. Other topics include: ethics, reading engineering plans, interviewing local informants, conducting documentary research and discussing various sub-surface testing strategies. To gain practical experience, the student is required to prepare his/her own cultural resource survey.

*Prerequisite: ANTH 205 or instructor's permission.*

**ANTH 543 APPLIED MEDICAL ANTHROPOLOGY 3**

This course surveys selected theoretical and practical problems encountered by applied medical anthropologists in the cross-cultural identification of disease and delivery of health care services. Special emphasis is placed on the role of applied medical anthropologists in local and international health care institutions and programs. The course includes consideration of ethical problems encountered by anthropological practitioners.

*Prerequisite: ANTH 413 or instructor's permission.*

**ANTH 544 DEVELOPMENT ANTHROPOLOGY 3**

A critical review of theories of development with emphasis on anthropological contributions to development debates. Selected case study examination of the role of anthropologists in formulating, executing, and evaluating development programs and projects.

**ANTH 545 ANTHROPOLOGY AND INTERNATIONAL COMMUNICATION 3**

This course provides students with the knowledge of how to apply anthropological concepts to the practical world of international business, diplomacy and service. It focuses on the integration of verbal and non-verbal communication, as well as on cultural and personal values in the context of differences (rather than similarities) between members of different countries/cultures. Emphasis is placed on educating students how to interact and communicate in new cultural and/or international settings.

**ANTH 547 WOMAN: CROSS-CULTURAL PERSPECTIVE 3**

Physiological and psychological aspects of women studied cross-culturally, and their implications for contemporary society. Morphological and psychological development from conception to death in various cultures; inferences about the roles of women in American society.

**ANTH 601 INDEPENDENT ANTHROPOLOGICAL RESEARCH 3**

Under faculty guidance, the student works independently throughout the academic year on a delimited problem in anthropology. Course includes presentation of proposal, execution and write-up of research, and oral defense of findings.

*Prerequisites: Permission of the graduate advisor and instructor.*

**ANTH 603 READING SEMINAR IN ANTHROPOLOGY 2**

Required of all M.A. candidates concentrating in anthropology. Directed independent study in preparation for 3 hour comprehensive examination.

## **BIOLOGY**

*Department Chairperson: Dr. Bonnie K. Lustigman*

*Graduate Advisor: Dr. Larry Cribben*

The graduate programs in the Biology Department are designed to enable a student to develop his or her preparation for a career in biological fields requiring advanced training or for the teaching profession.

Research facilities of the Biology Department are maintained in Mallory and Finley Halls and include specialized equipment for electron microscopy, botany, microbiology, immunology, aquatic biology, tissue culture, animal behavior, and cell physiology. Additionally, the facilities at the New Jersey Marine Sciences Consortium, and other departments in the School of Mathematical and Natural Sciences are available for cooperative graduate research. Faculty research interests include aquatic and terrestrial ecology, environmental toxicology, developmental biology, parasitology, entomology, microbiology, immunology, cell physiology, and molecular biology.



The Biology Department offers thesis and non-thesis students opportunity for graduate research under faculty supervision in selected areas of biology. Original research should not exceed 8 semester hours for thesis students and 4 semester hours for non-thesis students. A maximum of 2 semester hours will be given to the non-thesis student for research in biological literature. Students must complete a minimum of 26 semester hours in biology and a maximum of 6 semester hours in approved electives, completing a total of 32 semester hours in coursework.

## ADMISSION REQUIREMENTS

Prior to matriculation for the Master of Arts degree in biology, the student should have completed a subject matter of at least twenty-four semester hours in biology and have adequate preparation in college chemistry, mathematics and physics.

In cases where there has been a weak undergraduate program in the major and/or collateral fields, prerequisite courses, which will not count towards graduate credit, may be assigned.

The matriculation program for MA candidates is prepared in consultation with the biology graduate advisor. Changes in the program can be made only with the written approval of the graduate advisor. It is the responsibility of the student to keep the advisor informed of progress in the program.

	Semester Hours
I. Course Requirement	
BIOL 514 Graduate Seminar in Biology .....	1
II. Research Requirement	
BIOL 597 Research in Biological Literature .....	2
or	
BIOL 600 Thesis Research in Biology .....	3-7
III. Electives .....	Maximum 6
(Prior approval of Graduate Advisor is necessary.)	
IV. Semester Hours Required in Biology .....	26
V. Comprehensive Examination	
Non-thesis students will take a written examination upon completion of course work in the biology core areas of molecular biology, ecology, and physiology. Thesis students will give a research seminar related to their project and will defend their thesis.	

Minimum: 32 semester hours

## BIOLOGY

Course Descriptions	Semester Hours
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**BIOL 512 TOPICS IN MODERN GENETICS** **3**

Seminar course. Selected topics from current developments in genetic research, including chromosome and gene fine structure, extra chromosomal genetic elements, genetic engineering and aspects of biomedical genetic research.

*Prerequisites: Undergraduate course in genetics and undergraduate course in biochemistry.*

- BIOL 514 GRADUATE SEMINAR IN BIOLOGY** 1  
Through a series of seminars delivered by faculty and guests, students will survey a broad range of topics in modern biology, and be introduced to the variety of specializations represented within the department. Emphasis shall be placed on recent advances in diverse areas of biology.  
*Prerequisites: Matriculation for M.A. degree in biology or permission of instructor.*
- BIOL 520 PLANT PHYSIOLOGY** 4  
Investigation of physiology of plants. Plant growth, development and reproduction as well as the new advances in plant physiology. Water relations of plants, mineral nutrition, physiological significance of soil and soil moisture, photosynthesis, respiration, plant biosynthesis and dynamics of growth.  
*Prerequisites: Organic chemistry, one year of botany.*
- BIOL 521 FIELD STUDIES OF FLOWER PLANTS** 4  
The taxonomy, evolutionary trends and ecological adaptations of the gymnosperms and angiosperms. A variety of habitats will be visited and analyzed.  
*Prerequisites: One year of botany and field experience in ecology.*
- BIOL 523 MYCOLOGY** 3  
Identification and classification of fungi.  
*Prerequisite: Microbiology, one year of botany or instructor's permission.*
- BIOL 531 MEDICAL PARASITOLOGY** 3  
To study the phenomenon of parasitism as applied to man and his domestic animals. Areas of emphasis include specific adaptations for parasitism and transmission, effects on the host, epidemiology and control.
- BIOL 542 ADVANCED ENDOCRINOLOGY** 3  
A study of the physiology of the mammalian endocrine system with emphasis on hormonal control of homeostasis.  
*Prerequisite: BIOL 446*
- BIOL 543 ADVANCES IN IMMUNOLOGY** 3  
To study in detail selected topics in immunology.  
*Prerequisites: 24 semester hours in biology, immunology, and 8 hours of chemistry, or instructor's permission.*
- BIOL 545 EXPERIMENTAL ENDOCRINOLOGY** 4  
A seminar and laboratory course in endocrinology in which the various endocrine glands will be surgically removed or chemically destroyed and the morphologic and physiologic effects measured and observed.  
*Prerequisites: 24 semester hours in biology, including endocrinology or human physiology, and BIOL 513.*
- BIOL 546 TOPICS IN PHYSIOLOGY** 4  
To give the student an in-depth understanding of three specific areas of human physiology. The areas selected are those in which there is a rapidly expanding body of knowledge. The areas covered will be kidney physiology in health and disease; neurotransmitters and modulation in the central nervous system; hemostatic processes in the myocardium and blood vessel walls in health and disease.  
*Prerequisites: BIOL 440, 442 and CHEM 231 or equivalents.*

**BIOL 547 MOLECULAR BIOLOGY I** **3**

Central concepts at the cellular level will be emphasized. Contemporary viewpoints in the areas of biomolecules, energy yielding and energy requiring processes and transfer of genetic information.

*Prerequisites: Cell Biology, and one year of organic chemistry.*

**BIOL 548 MOLECULAR BIOLOGY II** **4**

Central concepts at the cellular level will be emphasized. Contemporary viewpoints in the areas of biomolecules, energy yielding and energy requiring processes and transfer of genetic information. The laboratory will deal with up to date investigative procedures via selected experiments.

*Prerequisite: BIOL 547.*

**BIOL 550 TOPICS IN MICROBIOLOGY** **3**

Coverage of selected topics such as the microbial genetics, antibiotic action, bacteriophage, virus, cancer and microbial metabolism. Emphasis will be placed on practical applications of modern research in specific areas.

*Prerequisites: General Microbiology.*

**BIOL 551 INTERMEDIARY METABOLISM I** **3**

Discussion of interrelationships of catabolic and anabolic paths. Primary emphasis is placed on the metabolism of nucleic acids, carbohydrates, and proteins.

*Prerequisite: Biochemistry or Cell Physiology.*

**BIOL 552 INTERMEDIARY METABOLISM II** **3**

Biological cycles, unity and diversity in metabolic paths, metabolic evolution, metabolic control mechanisms and other special topics. Primary emphasis is placed on the metabolism of lipids.

*Prerequisite: BIOL 551 or instructor's permission.*

**BIOL 570 ECOLOGY** **3**

Basic ecological principles and concepts. Habitat approach to field exercises in fresh water and terrestrial ecology. Intra and interspecific relationships with all living members of the ecosystem, problems in plant and animal biology.

*Prerequisites: General Botany, General Zoology, and Plant Taxonomy or equivalent required for environmental studies degree.*

**BIOL 572 ECOLOGY OF THE ESTUARY** **4**

Important biotic, chemical and physical parameters of New Jersey's estuaries. Evolution and successional trends of estuarine communities. Ecology of individual communities studied by field trips to Delaware Bay shore and to some Atlantic coast bays, marshes and offshore barrier islands. Also offered at the New Jersey Marine Sciences Consortium.

*Prerequisites: One year Chemistry, General Botany, and Invertebrate Zoology.*

**BIOL 595 GRADUATE RESEARCH IN BIOLOGY** **1-4**

Under the guidance of a faculty sponsor, students will investigate individual research problems of appropriate scope. Research which is not original may be approved but must be of a calibre to warrant graduate research standards.

*Prerequisites: Matriculation in biology M.A. program, and completion of 15 semester hours in graduate biology.*



**BIOL 597 RESEARCH IN BIOLOGICAL LITERATURE 2**

To allow the student to investigate and evaluate a specific topic in biology under the supervision of a faculty member and to develop the student's skills in presenting current research in both the written and oral modes.

*Prerequisites: BIOL 514 and graduate matriculation.*

**BIOL 600 THESIS RESEARCH IN BIOLOGY 3-7**

This course is designed to encourage supervised graduate research in a well-defined area of biology.

*Prerequisites: Matriculation in biology M.A. program, approval of department chairperson and graduate advisor, as well as faculty sponsor who will supervise research.*

## **BROADCASTING, SPEECH COMMUNICATION, DANCE AND THEATRE**

*Chairperson: Gerald Lee Ratliff*

*Graduate Advisor: Karl R. Moll*

The Master of Arts degree in Speech and Theatre is designed to enhance the development of already existing skills in speech communication, broadcasting, or theatre. The program is structured to emphasize both the theoretical and practical approaches in communication and theatre, and to allow for original research and creative projects. Special attention is paid to the literature and history of each area of concentration, and to the respective academic and professional skills necessary to become a practitioner of the selected discipline. The course sequence and content are designed to strengthen research, performance, production, and to prepare those who wish to pursue a profession in media and arts related areas. The Master of Arts degree is also ideally suited for those who plan to continue in a program of doctoral studies. Concentrations are available in Communication Arts and Theatre.

### **ADMISSION REQUIREMENTS**

Students wishing to matriculate as speech and theatre majors must have completed an undergraduate major or the equivalent from one of the following areas: theatre, oral interpretation, broadcasting, speech communication, or media. It is assumed that most of this work will have been in the area selected for graduate concentration. Some students may need to improve their preparatory backgrounds through undergraduate courses for which graduate credit is not given.

# REQUIREMENTS FOR THE MASTER OF ARTS IN SPEECH AND THEATRE

## CONCENTRATION IN COMMUNICATION ARTS

The candidate must complete all five parts of the requirements for the degree as detailed below.

		<b>Semester Hours</b>
I.	Core Courses .....	6
	STSP 501 Survey of Research Methods .....	3
	STSP 534 Graduate Readings in Speech and Theatre .....	3
II.	Required Courses within the concentration .....	15
	STBD 510 Television Production I .....	3
	STBD 582 Techniques of Broadcast Communication .....	3
	STSP 526 Theories of Human Communication .....	3
	STBD 511 Television Production II .....	3
	or	
	STSP 536 Seminar in Persuasion .....	3
	STBD 599 Independent Study .....	3
	or	
	STSP 599 Independent Study .....	3
III.	Elective Courses within the department .....	6
	In consultation with the graduate advisor, the candidate should select those courses most appropriate to the development of the candidate's interest. Among those to consider:	
	STBD 580 Internship: Communication Arts .....	3-7
	STBD 581 The Broadcast Media and Mass Culture .....	3
	STBD 585 Proseminar in Broadcasting .....	3
	STSP 560 Internship: Communication Arts .....	3-7
	STSP 565 Advanced Oral Interpretation .....	3
	or	
	STSP 600 Thesis .....	6
IV.	Non-Departmental Electives .....	6
	Courses to be selected in allied fields outside the department.	
		Total 33
V.	Comprehensive Examination	
	It is recommended that this written examination on department studies (offered in March and October) be taken after 24 or more semester hours have been completed.	

## CONCENTRATION IN THEATRE

The Candidate must complete all five parts of the requirements for the degree as detailed below:

		Semester Hours
I.	Core Courses .....	6
	STSP 501 Survey of Research Methods .....	3
	STSP 534 Graduate Readings in Speech and Theatre .....	3
II.	Required Courses within the concentration .....	15
	STTH 511 Forms of Tragedy .....	3
	STTH 512 Forms of Comedy .....	3
	STTH 513 Modern and Contemporary Theatre History .....	3
	*STTH 525 Advanced Acting Workshop .....	3
	STTH 599 Independent Study .....	3
III.	Elective Courses within the concentration .....	6
	In consultation with the graduate advisor the candidate should select those courses most appropriate to the development of the candidate's interest. Among those to consider:	
	STTH 504 Contemporary Theatre Practice .....	3
	STTH 508 Internship in Dramatic Production .....	3
	STTH 514 Non-Western Drama and Theatre .....	3
	STTH 517 Theatre Criticism .....	3
	STTH 535 Advanced Directing Workshop .....	3
	STTH 545 Scenic Design I: The Legitimate Theatre .....	3
	STTH 546 Scenic Design II: The Performing Arts .....	3
	STTH 554 Stage Lighting and Design .....	3
	STTH 575 Seminar in Costume Design and Construction .....	3
	STTH 580 Theatre Management .....	3
	STSP 565 Advanced Oral Interpretation .....	3
	or	
	STSP 600 Thesis .....	6
IV.	Non-Departmental Electives .....	6
	Courses to be selected in allied fields outside the department	
		Total 33
V.	Comprehensive Examination	
	It is recommended that this written examination on department studies (offered in March and October) be taken after 24 or more semester hours have been completed.	

\* A technical course may be substituted by those interested in technical theatre.



# BROADCASTING, SPEECH COMMUNICATION, DANCE AND THEATRE

## Course Descriptions

## Semester Hours

### **STBD 500 INDEPENDENT STUDY — SPEECH AND THEATRE 1-3**

The undertaking of course work in one of the regularly listed catalog courses of the department of Broadcasting, Speech Communication, Dance and Theatre in a depth greater than that normally pursued in the course. Students will arrange the nature of the work with the instructor prior to the second meeting of the course. Written permission must be obtained from the graduate advisor for Broadcasting, Speech Communication, Dance and Theatre prior to registration. Independent study may be elected more than once during the graduate program.

### **STBD 510 TELEVISION PRODUCTION I 3**

Insight and experience in the production of in-studio programs for television. Attention on commercial production, news, interviews, demonstrations, lighting and graphics.

*Prerequisite: Majors only or by instructor's permission.*

### **STBD 511 TELEVISION PRODUCTION II 3**

Group activity in the preparation and presentation of broadcast materials including music programming, drama, interviews and educational school programming.

*Prerequisite: Advanced and transfer students must have permission of the department.*

### **STBD 580 INTERNSHIP: COMMUNICATION ARTS 3-7**

Off campus practicum assignments at radio and television broadcasting facilities and other learning sites. Broad, balanced and locally supervised experience, by arrangement.

*Prerequisite: Majors only. Application through the department prior to registration.*

### **STBD 581 THE BROADCAST MEDIA AND MASS CULTURE 3**

Influences and effects of the broadcast media on society; policy decisions and the influence of the broadcast media as conveyors of information and stimulus for change. Open to all graduate students.

### **STBD 582 TECHNIQUES OF BROADCAST COMMUNICATION 3**

Techniques and ethics in the production of informative, entertainment, persuasive and public relations material for mass public consumption. Open to all graduate students.

### **STBD 585 PROSEMINAR IN BROADCASTING 3**

A study of the evolution of the broadcast industry's present structure and operation, as primarily influenced by political and economic forces. The course will also discuss contemporary issues that may cause structural change in the industry.

**STBD 599 INDEPENDENT STUDY****1-3**

The independent study of an area of public media that results in extended knowledge of the discipline. Students will arrange the nature of the work with the instructor prior to the second meeting of the course. Independent study may be elected more than once during the graduate program.

**STSP 500 INDEPENDENT STUDY SPEECH-THEATRE****1-3**

Selected topics in the areas of theatre history, criticism, literature and design are pursued by advanced graduate students in consultation with the graduate faculty. The area for detailed investigation is selected, research and analysis is made, and the student submits a formal research paper to complete the assignment. There are weekly meetings with the instructor to provide guidance, and the student is also responsible for an annotated bibliography.

**STSP 501 SURVEY OF RESEARCH METHODS****3**

Research methods relating to rhetorical theory, public address, interpersonal communication, theatre history, dramatic production and contemporary theatrical idiom. Historical, critical, descriptive, quantitative and experimental models and methodologies. Individual student needs and interests considered.

*Prerequisite: Majors only.*

**STSP 526 THEORIES OF HUMAN COMMUNICATION****3**

Develop knowledge of human communication behavior as it relates to intrapersonal, interpersonal, small group, and mass communication. Students develop awareness of communication behavior patterns and cultivate ability to select appropriate and effective communication behaviors for optimum results.

**STSP 534 GRADUATE READINGS IN SPEECH AND THEATRE****3**

Selected topics of an advanced nature that require research and library use of primary and secondary sources. Individual topics are selected with the approval of the faculty member and the student does independent research that results in a significant written project of less than thesis magnitude.

**STSP 536 SEMINAR IN PERSUASION****3**

Critical examination of psychological, sociological and cultural dimensions of persuasive discourse.

**STSP 560 INTERNSHIP: COMMUNICATION ARTS****3-7**

Off-campus practicum assignments range from serving on campaign speaker's or public speaker's speech staff to coaching students and/or conducting forensic tournaments. Broad, balanced and locally supervised experience, by arrangement. Application through the department prior to registration.

**STSP 565 ADVANCED ORAL INTERPRETATION****3**

Techniques in interpretation of poetry and prose; analysis and presentation of types of literary genres (short story, ballad, essay, narrative, sonnet, etc.) For use in classroom and special programs. Open to all graduate students.

**STSP 599 INDEPENDENT STUDY****1-3**

Individual projects in speech that result in significant research or creative projects. Student and instructor agree upon an area of study, readings are assigned, research is done and student submits final findings in form of a paper or a series of annotated bibliographies or position papers. The nature of the course permits advanced graduate students to pursue areas of speech not covered by present offerings.

**STSP 600 THESIS-SPEECH AND THEATRE****6**

Individual research or creative project selected under advisement of a faculty committee. An oral exam follows the project. Student should register for the semester in which work will be completed. Written permission for registration from the graduate advisor is required.

**STTH 504 CONTEMPORARY THEATRE PRACTICE****3**

The status and practices in today's professional theatre; writing, playing, staging and producing problems and trends of current theatrical fare. Supplemented by theatrical personnel and visits to professional producing groups in the metropolitan area. Open to all graduate students.

**STTH 508 INTERNSHIP IN DRAMATIC PRODUCTION****3-7**

Practical experience in dramatic production under supervision of staff member of professional, semi-professional, community or educational theatre, on or off campus. Student assists director, designer, crew chief or technical supervisor. Contracts drawn by student, college sponsor and off-campus supervisor.

*Prerequisite: Majors only. Application through the department before registration.*

**STTH 511 FORMS OF TRAGEDY****3**

The "evolution" of tragic theory as it manifests itself in each of the periods of theatre history and dramatic criticism. Included in the examination is an evaluation of representative tragic playscripts in terms of style, structure, "tragic devices," content, and performance.

**STTH 512 FORMS OF COMEDY****3**

Historical survey of comic theory from Aristotle to Albee, with special emphasis on principles and practices of comic theory as revealed in selected playscripts. The basic approach is lecture by historical periods – from classical to the modern – followed by reading and discussion of representative playscripts from each historical period. Class assignments include (4) position papers, (1) final critical essay and a promptbook. There is also application of the comic theory of each selected theorist to an interpretation of the playscript in terms of structure, characterization, theme, play form and author point of view.

**STTH 513 MODERN AND CONTEMPORARY THEATRE HISTORY****3**

Theatrical history associated with western culture from 1890 to the present; the contemporary theatrical scene and its direct heritage. Some attention to American theatre but major emphasis on British and continental developments.

*Prerequisite: Open to all graduate students with a background in dramatic literature.*

**STTH 514 NON-WESTERN DRAMA AND THEATRE****3**

Theatrical forms and dramatic literature of non-western cultures in historical and contemporary context: China, Japan, India, Southeast Asia, and Africa. Theatrical practices in staging various dramatic forms.

*Prerequisite: Open to all graduate students with a background in dramatic literature or Asian studies.*



**STTH 517 THEATRE CRITICISM 3**

Standards and values, both personal and historical, by which plays are judged. Student-written critiques of how theater communicates in all of its various facets. Mandatory attendance at community and professional productions.

*Prerequisite: Open to all graduate students with a background in dramatic literature or theatre production.*

**STTH 525 ADVANCED ACTING WORKSHOP 3**

A survey of acting styles from the classical to the modern, highlighting periods of style that include Elizabethan, improvisation, commedia, and method. The basic assignments of the course are scene study, group scene presentations, and a final group project. Secondary readings in acting theory are assigned, and it is assumed that advanced drama students will refine their individual acting techniques. The nature of the performance class is discussion, play analysis and in class acting presentations.

**STTH 535 ADVANCED DIRECTING WORKSHOP 3**

Directing repertory and period plays. Preparation for thesis production. When possible, the student will produce a full-length play and complete a production notebook.

*Prerequisite: Majors only or by instructor's permission.*

**STTH 545 SCENIC DESIGN I: THE LEGITIMATE THEATRE 3**

Stage design as related to the play, director and audience; styles of design, perspective sketch and stage model in planning stage setting. Stage construction techniques used to demonstrate the necessity of scene design in planning stage production.

*Prerequisite: Majors only or by instructor's permission.*

**STTH 546 SCENIC DESIGN II: PERFORMING ARTS 3**

Design problems inherent in musical comedy, opera and dance. Physical qualities of space, arena and proscenium staging and the challenges of each. Projects will involve both lighting and scenic design.

*Prerequisite: Open to graduate students with a background in the performing arts.*

**STTH 554 STAGE LIGHTING DESIGN 3**

Introduction to light from pragmatic and esthetic points of view. Functions and qualities as a design medium. Types of control and instrumentation available to designer. Development of several lighting designs.

*Prerequisite: Majors only or by instructor's permission.*

**STTH 575 SEMINAR COSTUME DESIGN AND CONSTRUCTION 3**

Costume as one visual element of design in the theatre. Research procedure, design theory, construction techniques, use of materials.

*Prerequisite: Majors only or by instructor's permission.*

**STTH 580 THEATRE MANAGEMENT 3**

The theatre as a business enterprise: production units; box office procedures; standard contractual arrangements; unions and their regulations; subscription management. Manager as a community relations specialist; publicity; the theatre as a community resource. Open to graduate students with a background in performing arts.

Individual projects in theatre that result in significant research or creative projects. Student and instructor agree upon an area of study, readings are assigned, research is done and student submits final findings in form of a paper or a series of annotated bibliographies. The nature of the course permits advanced graduate students to pursue areas of theatre not covered by present offerings.

## BUSINESS ADMINISTRATION

*Master of Business Administration (MBA) Director: Dr. Dolores Gioffre  
Morehead Hall 103*

### THE MONTCLAIR MBA

The goal of the Montclair Master of Business Administration Program is to prepare management generalists who have the knowledge, techniques and attitudes to analyze complex issues, establish logical goals, evaluate alternatives, form reasoned judgements, and effectively implement chosen options. While the development of analytical capacities is critical, the program's structure emphasizes the development of capacities that are tempered by a concerned awareness of obligations to the greater social environment.

The curriculum stresses the theoretical foundations of management oriented disciplines, practical applications of research findings, and current managerial practices. This blend of theory and prevalent practice builds a strong foundation for immediate application as well as post-graduate professional growth.

The Montclair MBA provides the opportunity to design unique programs to meet your specific needs and interests. You may choose to concentrate in a particular area or you may select an array of advanced courses which will provide a broad, general education. Over 95 percent of the MBA classes are taught by faculty with doctoral or other appropriate terminal degrees. The remaining classes are taught by persons with outstanding professional credentials. The faculty's publication interests include refereed journal articles, textbooks, professional publications, governmental hearings, consulting reports, etc.

The School of Business Administration invites applications from persons with baccalaureate or post-baccalaureate degrees. Because we actively seek a diverse student body, all previous academic majors are considered for admission. Both full and part-time students are welcome. The courses are offered primarily in the evening.

## PROFESSIONAL AFFILIATIONS

The Montclair MBA program is privileged to have a continuing relationship with two outstanding groups of businesspersons: the Business Advisory Council and the Young Presidents' Organization.

### BUSINESS ADVISORY COUNCIL

Composed of preeminent business, professional and civic leaders, the Business Advisory Council serves as an organized liaison between the School of Business

Administration and the greater community. The Council supplies information and advice concerning the development of the School's programs. It also provides a forum for the exchange of ideas between our MBA students and the leaders of some of the nation's most distinguished organizations.

### YOUNG PRESIDENTS' ORGANIZATION (YPO)

The YPO is an international organization composed of persons who have become presidents or chief executive officers of significant organizations prior to the age of forty. Montclair is proud to be a host for one of their educational outreach efforts: the Entrepreneurial Lecture Series. Provided for our MBA students, this series features lecture-discussions given by outstanding young business leaders from the New Jersey YPO Chapter.

## CURRICULUM

The curriculum consists of 63 semester hours, of which 30 hours are devoted to a common body of knowledge, 27 hours are elected from advanced courses and 6 hours are allocated to integrating courses. In planning your program, keep the following in mind:

- Within the 27 semester hours of advanced courses, to meet one's particular needs and interests you may develop an area of concentration, or, you may choose to develop a general program without a concentration. Concentrations consist of 9 or 12 hours of advanced courses in one particular discipline. There are no rigid course requirements for any given concentration (i.e., from an area's advanced course offerings, you may select the 9 or 12 hours which best fulfill your particular educational goals). Of the remaining 18 or 15 hours, no more than 6 hours may be taken in any one discipline. If a concentration is not elected, among the six disciplines, 6 hours must be accomplished in each of three areas and 3 hours must be accomplished in each of the remaining three. In planning advanced study, you should review the Tri-Annual Course Offering Projection to be certain you can enroll in the courses wanted within the time allotted for education.
- At least 3 semester hours must be selected from advanced courses which have a primary emphasis on international aspects of business.
- An approved undergraduate calculus course is a program prerequisite. Applicants with undergraduate records that do not include such a course will be required to complete MATH 114 Mathematics for Business II: Calculus, (3sh), or a similar course, prior to enrolling in FINQ 501 Statistical Methods. This prerequisite calculus course will not be included toward fulfilling the student's total MBA graduate credit hours requirement.
- Students must complete the core courses prior to enrolling in the advanced courses. Exceptions are allowed only if appropriate core courses are not offered.
- All courses taken outside the School of Business Administration must be approved by the MBA Director prior to enrollment.
- All programs must be approved by the MBA Director. To qualify for graduation, you must adhere to your approved program.



## ADVANCED ACADEMIC STANDING AND TRANSFER STUDENTS

Through prior academic experience, challenge examinations and/or graduate level transfer credits, the 63 semester hour MBA requirement may be reduced by a maximum of 33 semester hours. The remaining 30 semester hours must be *completed at Montclair* and must meet the following minimum requirements:

- At least 21 semester hours must be earned in advanced courses.
- Students must complete the Integrating Core courses at Montclair.
- If a specialization is elected you must earn all specialization credits at Montclair.

## ADMISSION INFORMATION

Candidates are required to submit an application for graduate admission which includes:

- Two official copies of the academic transcript from each college and/or university attended.
- Scores from the Graduate Management Admission Test.
- A statement of professional objectives.
- Two letters of recommendation from persons qualified to evaluate the applicant's promise of academic achievement and potential for professional growth.
- Although prior work experience is not an admission requirement, it is strongly recommended for all MBA applicants.
- A non-refundable fee of \$20.00 must accompany each application.

Application materials must be obtained from and/or returned to:

Office of Graduate Studies  
Montclair State College  
Upper Montclair, NJ 07043

APPLICATIONS MAY BE SUBMITTED AT ANY TIME OF THE YEAR.

## GRADUATE MANAGEMENT ADMISSION TEST (GMAT)

The GMAT is required of all students. *No application will be considered without these scores.* Under the auspices of the Educational Testing Service, the test is offered by various colleges and universities including Montclair. For exact dates and locations contact: The Education Testing Service, Box 966, Princeton, New Jersey 08541.

# REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE

Courses			Semester Hours	Prerequisites
I.	Foundation Core .....		15	
	ECON	501 Economic Analysis	3	
	ECON	505 Aggregate Economics	3	ECON 501
	ACCT	501 Financial Accounting	3	
	FINQ	501 Statistical Methods	3	Calculus
	MGMT	503 Information Systems	3	
II.	Functional Core .....		15	
	ACCT	502 Managerial Accounting	3	ECON 501 & ACCT 501
	FINQ	502 Operations Research	3	FINQ 501
	FINC	501 Corporate Financial Management	3	ACCT 501 & ECON 501 Majors Only; Corequisite FINQ 501
	MGMT	505 Management Process and Organizational Behavior	3	
	MKTG	501 Fundamentals of Marketing	3	
III.	Advanced Courses .....		27	
	All students must select 27 semester hours from among the advanced (non-core) courses. Students may design program concentrations to meet specific needs and interests; or, they may choose not to concentrate and select an array of courses which will provide a broad, general education. In either case, a student's program must meet breadth requirements and must be approved by the MBA Director prior to enrolling in advanced courses. At least one of the advanced courses (3 semester hours) must be selected from among the following:			
	FINC	552 International Financial Policy		
	MGMT	511 Issues in International Management		
	MKTG	592 International Marketing Management		
	ECON	503 Economic Problems of the Third World		
	ECON	533 Corporation and International Financial Markets		
	ECON	543 United States and the World Economy		
IV.	Integrating Core .....		6	
	BSEC	580 Business and the		
	BUGL	Sociopolitical Environment	3	
	BUGN			
	BUGR			
	BUSG			
	BSEC	590 Strategy and Business Policy	3	BSEC 580 BUGL BUGN BUGR BUSG
	BUGL			
	BUGN			
	BUGR			
	BUSG			

Students must complete the Foundation Core, the Functional Core and at least 15 semester hours of advanced courses prior to enrolling in the integrating courses. Integrating courses must be completed at Montclair State College.

TOTAL SEMESTER HOURS..... 63

## ADVANCED COURSES AND FIELDS OF CONCENTRATION

Concentrations consist of 9 or 12 hours of advanced courses in one particular discipline. The following course groupings provide an approximate guide to the types of subjects considered complementary to the various noted fields. Depending upon when one enters and the sequence of course offerings, some concentrations may not be available to some students. In planning advanced study, review the Tri-Annual Course Offering Projection to be certain you can achieve your courses within the time you have allotted for your education. In all cases, your program must be approved by the MBA Director prior to enrolling in advanced courses.

### Accounting

This field of concentration is designed to prepare students for careers in accounting and financial management. It also will enhance the accounting knowledge of students whose career objectives include financial analysis and/or general management. A typical program would emphasize courses in financial and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

- ACCT 520 Contemporary Issues in Financial Accounting: I
- ACCT 521 Contemporary Issues in Financial Accounting: II
- ACCT 523 Accounting for Business Concentrations
- ACCT 524 Auditing Concepts and Techniques
- ACCT 525 Fundamentals of Federal Taxation

To be eligible to sit for the Certified Public Accountant (CPA) examination, students must have a baccalaureate degree with at least 60 semester hours of liberal arts courses and the following semester hours of undergraduate and/or graduate credit:

- 24 semester hours of Accounting,
- 6 semester hours of Business Law,
- 6 semester hours of Economics,
- 6 semester hours of Finance, and
- 18 semester hours of related business courses

There are additional requirements. For further information contact the MBA Director.

### Business Economics

This area prepares students to perform certain economic analyses for business or



government (e.g., developing forecasts, cost-benefit analyses, public policy analyses, etc.). Students are provided with an institutional and theoretical understanding of the economic environment within which business and government form decisions. Topics include theories of pricing; the analysis of market demand; the economic role of money, credit, the Federal Reserve System, and Treasury operations; the factors comprising aggregate demand and how they interact to determine employment, output and level of prices; the economic impact of international activity, etc. Also of importance is the development of an understanding of how governmental policies affect business performance. A typical program would emphasize courses in finance and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

ECON	420	Econometrics
ECON	502	Financial Institutions and Monetary Policy
ECON	503	Economic Problems of the Third World
ECON	508	Economics of Public Management
ECON	510	Urban Economics: Problems and Policy
ECON	533	Corporations and International Financial Markets
ECON	541	Foundations of Contemporary Economic Thought
ECON	542	Economic Fluctuations and Forecasting
ECON	543	United States and the World Economy
ECON	544	Government and Business
ECON	545	Economics of Labor

### **Finance**

This field prepares students for careers in the financial management of business and financial intermediaries (e.g., commercial banks, savings and loan institutions, investment banking, etc.). It also provides an excellent preparation for careers in brokerage and bond houses, financial counseling, and investment counseling. To develop an understanding of the role of finance in the administrative decision-making process, the field provides students with a knowledge of mechanisms, operations, and institutions of the financial system. A typical program would emphasize courses in accounting, business economics and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

FINC	551	Investments, Portfolios and Security Analysis
FINC	552	International Financial Policy
FINC	553	Advanced Investments
FINC	554	Advanced Financial Policy
FINC	576	Financial Innovations: Instruments and Institutions

### **Management**

This field is designed for students preparing for careers in organization, personnel and operations management. The courses provide education in organization theory and behavior, the management of human resources, operations, and information systems. In all areas the emphasis is upon developing a thorough comprehension of potential management problems and the effectiveness and limitations of analytical techniques employed in their solution. Courses include such topics as: process and equipment selection, inventory control, distribution systems, quality control, employee motivation, group behavior, international business

management, etc. A typical program would include courses in all other areas (i.e., accounting, business economics, finance, marketing and quantitative analysis) and 9 or 12 hours chosen from among the following courses:

- MGMT 510 Personnel Management
- MGMT 511 Issues in International Management
- MGMT 512 Organizational Development
- MGMT 513 Leadership and Behavior
- MGMT 514 Management and the Computer
- MGMT 535 Advanced Information Systems

### **Marketing**

The Marketing concentration is designed to meet the needs of students interested in pursuing careers in a variety of marketing functions (e.g., product planning, marketing research, sales management, advertising, marketing planning, etc.). The courses are designed to provide students with a firm knowledge of the institutional and analytical aspects of the subject with a strong emphasis on decision making strategies and the development of solutions to practical marketing problems. A typical program would emphasize courses in business economics, management, and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

- MKTG 591 Consumer/Buyer Behavior
- MKTG 592 International Marketing Management
- MKTG 593 Product Planning/New Product Management
- MKTG 594 Marketing Research and Information Systems
- MKTG 595 Marketing Management

### **Quantitative Analysis**

This field provides education in quantitative analytical methods for solving managerial and research problems. The purpose of these courses is to develop a theoretical understanding of, and a practical facility with statistics, computers, and operations research. Course topics include such subjects as descriptive statistics, probability, queueing, business models, multiple regression, non-parametric statistical analyses, etc. The quantitative concentration will complement any career which employs mathematical and statistical analyses. With the assistance of the MBA Director, students selecting this concentration may develop programs that include courses drawn from offerings in computer science and mathematics. A typical program would emphasize courses in business economics, finance and management, and 9 or 12 hours chosen from among the following courses:

- FINQ 531 Business Models
- FINQ 532 Statistical Inference For Business
- FINQ 533 Stochastic Models
- FINQ 534 Multivariate Analysis
- FINQ 535 Advanced Information Systems
- FINQ 550 Production for Quality

# BUSINESS ADMINISTRATION

## Course Descriptions

### ACCOUNTING COURSES

Semester  
Hours

**ACCT 501 FINANCIAL ACCOUNTING 3**

A study of basic accounting concepts and their significance to the financial analyst and manager. Problems relating to income determination, valuation, reporting and analysis are stressed. Alternative conceptual foundations of reporting standards are presented and evaluated.

**ACCT 502 MANAGERIAL ACCOUNTING 3**

The development and use of accounting information for decision-making and control. Alternative cost concepts, cost volume profit analysis, and relevant costing techniques are introduced in the context of providing information for solving pricing, make or buy; product-mix; and resource utilization problems. The use of accounting data for control systems, variance analysis and performance evaluation are presented.

*Prerequisites: ACCT 501, ECON 501.*

**ACCT 520 CONTEMPORARY ISSUES IN FINANCIAL ACCOUNTING I 3**

The course builds on material presented in the financial accounting course ACCT 501. Students should gain an improved understanding of the techniques and underlying rationale of methods used to accumulate financial and operating data. Improves skill in analyzing information provided in annual financial reports.

*Prerequisite: ACCT 501.*

**ACCT 521 CONTEMPORARY ISSUES IN FINANCIAL ACCOUNTING II 3**

Continuation of contemporary issues in Financial Accounting I. Enables students to acquire an improved understanding of the composition and significance of various segments of the balance sheet, especially non-current assets, non-current liabilities, stockholders' equity, and statement of changes in financial position.

*Prerequisites: ACCT 501, 520.*

**ACCT 523 ACCOUNTING FOR BUSINESS COMBINATIONS 3**

Presents the conceptual foundations and current reporting practices of accounting for business combinations. Purchase and pooling methods of accounting for business acquisitions and preparation of consolidated financial statements are extensively covered.

*Prerequisite: ACCT 520 or instructor's permission.*

**ACCT 524 AUDITING CONCEPTS AND TECHNIQUES 3**

A course in auditing principles, theory, design, and techniques. Theory, practice and techniques are integrated through the use of current auditing problems and student performance of a simulation audit of selected financial statement data.

*Prerequisite: ACCT 520.*



**ACCT 525 FUNDAMENTALS OF FEDERAL TAXATION 3**

The development and use of principles and concepts of federal tax laws affecting non-business entities. Analysis of internal revenue code and regulations as well as pertinent cases in the areas of gross income. Characterization of gains and losses, taxpayer status, and deductions will be studied.

*Prerequisite: ACCT 501.*

**ACCT 575 INDEPENDENT STUDY IN ACCOUNTING 1-3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.

**ACCT 577 SELECTED TOPICS IN ACCOUNTING 3**

An in-depth study of a selected topic, issue, problem or trend in accounting. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

**BUSINESS ECONOMICS COURSES**

**ECON 501 ECONOMIC ANALYSIS 3**

The resource allocation and distribution of income implications of a market oriented economy operating under various degrees of competition. Also analyzed are the determinants of consumer and market demand, and, the theoretical cost structure of firms.

**ECON 502 FINANCIAL INSTITUTIONS AND MONETARY POLICY 3**

Analyzes the structure and functioning of the monetary and financial system. The component parts and the system as a unit will be examined as they interrelate to affect the economy. Topics include commercial banking system, federal reserve system, financial markets, financial intermediaries, determination of the level and structure of interest rates, and contemporary problems, both theoretical and applied, in the area of monetary policy.

*Prerequisite: ECON 501.*

**ECON 503 ECONOMIC PROBLEMS OF THE THIRD WORLD 3**

A survey of major economic problems of the third world; examination of the economic structure of developing countries and of general theories of economic development; critical evaluation of various policy alternatives for their development; analysis of possible economic relationships between first and second worlds with the third world.

*Prerequisite: ECON 501.*

**ECON 505 AGGREGATE ECONOMICS 3**

Develops contemporary macroeconomic theories to explain aggregate employment, national income and the levels of interest rates and prices. Along with developing various models the course examines current research and reviews the economy's recent macroeconomic performance.

*Prerequisite: ECON 501.*

**ECON 508 ECONOMICS OF PUBLIC MANAGEMENT 3**

Application of capital theory in the decision-making processes of government. Alternative approaches to government project evaluation and important practical issues encountered by state development planners. Specific applications of project analysis in the area of physical and human resource management such as water resource management, public health, and education.

*Prerequisite: ECON 501.*

**ECON 510 URBAN ECONOMICS: PROBLEMS AND POLICY 3**

Studies the location of economic activities, the growth of cities and the origins of some urban problems in a market economy. Also discussed are the problems of location and congestion due to agglomeration and non-market phenomena.

*Prerequisite: ECON 501.*

**ECON 533 CORPORATIONS AND INTERNATIONAL FINANCIAL MARKETS 3**

Discusses the economic theories and problems which confront business institutions when dealing in international financial markets. Analyzes the various market instruments and how a corporation may use them.

*Prerequisite: ECON 501.*

**ECON 541 FOUNDATIONS OF CONTEMPORARY ECONOMIC THOUGHT 3**

Antecedents of current economic theory; economics as a cumulative science; the works of the creative economists; the uses and limitations of economic theory.

*Prerequisite: ECON 501.*

**ECON 542 ECONOMIC FLUCTUATIONS AND FORECASTING 3**

Theories to account for variations in business activity; macroeconomic models and other forecasting approaches; economic fluctuations in the United States; proposals for reducing fluctuations; Harrod Domar model and other modern theories of growth.

*Prerequisite: ECON 505.*

**ECON 543 UNITED STATES AND THE WORLD ECONOMY 3**

Principles of international finance, monetary relations and trade. Discussion of contemporary international monetary and trade problems and policies. Discussion of the economic aspects of current American foreign policy.

*Prerequisite: ECON 505.*

**ECON 544 GOVERNMENT AND BUSINESS 3**

The evolution of government influences on the functioning of the American economy. The causes and consequences of government regulation and control. The importance of economic analysis in the foundation of public policies.

*Prerequisites: ECON 501.*

**ECON 545 ECONOMICS OF LABOR 3**

Principal trends in the industrial and occupational distribution of labor; current developments in labor-management relations in both private and public sectors; market trends and institutional factors that determine employment, wage rates, fringe benefits and industrial peace.

*Prerequisite: ECON 501.*

**ECON 575 INDEPENDENT STUDY IN ECONOMICS 1-3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

*Prerequisite:* Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course when taken in the M.B.A. program. Written permission of the department chairperson and the instructor must be secured prior to enrolling in this course when taken in the M.A. program in Social Science, concentrating in Economics.

**ECON 577 SELECTED TOPICS IN ECONOMICS 3**

An in-depth study of a selected topic, issue, problem or trend in business economics. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

**FINANCE COURSES**

**FINC 501 CORPORATE FINANCIAL MANAGEMENT 3**

An introductory course in corporate financial management which provides students with an understanding of the fundamental concepts of modern finance from an analytical and quantitative perspective and serves as a foundation course for further work in finance. The course stresses: valuation; capital budgeting decisions; capital structure and dividend decisions.

*Prerequisite:* ACCT 501, ECON 501; majors only.

*Corequisite:* FINQ 501.

**FINC 551 INVESTMENTS, PORTFOLIOS AND SECURITY ANALYSIS 3**

Develops the analytical methods relevant to investment management. Techniques are presented for the evaluation of corporate equity, debt, and other securities. Portfolio theory is presented in the context of formulating and managing appropriate asset portfolios.

*Prerequisites:* ACCT 501, FINC 501, FINQ 501.

**FINC 552 INTERNATIONAL FINANCIAL POLICY 3**

Analytically oriented introduction to the political, economic, operational and tax environment in which international business, particularly multinational corporations, functions. Stressing methods of analysis which enable defensive strategies against risk; the course is comprised of five major units: political and country risk; foreign exchange risk; long-run investments and financing; working capital management; and control performance evaluation and tax planning.

*Prerequisite:* FINC 501.

**FINC 553 ADVANCED INVESTMENTS 3**

Examines the function of financial markets especially as they affect the management of financial institutions. Emphasis is placed on the analysis of financial markets from the viewpoint of the corporate financial manager.

*Prerequisite:* FINC 501.



**FINC 554 ADVANCED FINANCIAL POLICY 3**

Focuses on the application of valuation, investment, financing and dividend decisions to case studies. It examines various practical problems in capital budgeting, the valuation of different kinds of debt and options, and financial planning and strategy.

*Prerequisite: FINC 501.*

**FINC 575 INDEPENDENT STUDY IN FINANCE 1-3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.

**FINC 576 FINANCIAL INNOVATIONS: INSTRUMENTS AND INSTITUTIONS 3**

Designed to describe and analyze the new developments in the field of finance – corporate, international and financial markets and institutions – that have appeared over the last five years and the possible directions for the future. The content of the course is intended to be dynamic rather than static, as new financial instruments and institutions are introduced into this fast changing field.

*Prerequisites: Two of the following: FINC 551, FINC 552, or FINC 554.*

**FINC 577 SELECTED TOPICS IN FINANCE 3**

An in-depth study of a selected topic, issue, problem or trend in finance. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

## **MANAGEMENT COURSES**

**MGMT 503 INFORMATION SYSTEMS 3**

Examines the information requirements of an organization. The differences in the kinds of information needed at the various organizational levels (operational, administrative and strategic) are emphasized. How to plan and implement a comprehensive information system is discussed as well as methods to measure its effectiveness.

**MGMT 505 MANAGEMENT PROCESS AND ORGANIZATIONAL BEHAVIOR 3**

Review of classical and modern approaches to the managerial process as it relates to the manager's functions of planning, organizing, staffing, leading, and controlling. These reviews will be tied to the open-system model and the contingency approach as an overall framework for understanding the management of organizations.

**MGMT 510 PERSONNEL MANAGEMENT 3**

Review of current literature from the behavioral sciences that apply to recruitment, selection, training, performance evaluation, labor relations, compensation, health and safety, and management development. Current problem applications are emphasized.

*Prerequisite: MGMT 505.*

**MGMT 511 ISSUES IN INTERNATIONAL MANAGEMENT 3**

An in-depth analysis of all components of international business management. Major emphasis is placed upon multi-national business operations including foreign profit centers, national and cultural differences, and comparative management systems with consequent impact on profitability. These are studied in terms of their influence on all areas of international trade.

*Prerequisites: ECON 501, 505; FINC 501; MGMT 505; MKTG 501.*

**MGMT 512 ORGANIZATIONAL DEVELOPMENT 3**

The purpose of the course is to enhance the student's understanding and skill in the process of change in organizations. Students will be introduced to intervention techniques which will allow them to recognize the need for organizational change as well as develop skill in implementing a program change.

*Prerequisite: MGMT 505.*

**MGMT 513 LEADERSHIP AND BEHAVIOR 3**

The purpose of the course is to help students understand leadership behavior. The course reviews current theoretical and empirical literature from the behavioral sciences as it relates to leadership. Topics covered include leadership styles, power and leadership, leader-follower interactions, and the manager as leader.

*Prerequisite: MGMT 505.*

**MGMT 514 MANAGEMENT AND THE COMPUTER 3**

Study of computers and their use as management tools in information systems, research, control procedures, production, finance, modeling, and decision making. Topics include description of end application of different hardware and software components and programming concepts. Computer cost benefit analysis in all of the above and in systems applications.

*Prerequisites: MGMT 503, 505.*

**MGMT 535 ADVANCED INFORMATION SYSTEMS 3**

Conceptual foundations of information systems including the nature of information, the impact of information systems on the organization and managing the information services function. Explores most current technology in the area of operating systems software, including multiprocessing, multiprogramming, virtual storage and other operating systems, as well as applications software systems. Cross-listed as FINQ 535.

*Prerequisite: MGMT 503.*

**MGMT 575 INDEPENDENT STUDY IN MANAGEMENT 1-3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.

**MGMT 577 SELECTED TOPICS IN MANAGEMENT 3**

An in-depth study of a selected topic, issue, problem or trend in management. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

## MARKETING COURSES

### **MKTG 501 FUNDAMENTALS OF MARKETING 3**

The aim of Fundamentals of Marketing is to develop an understanding of the principles of marketing as they operate in the economy as a whole and as practiced by all types of businesses. Attention will be directed to the problems marketing managers face in creating, promoting, and delivering want-satisfying products to the consumer.

### **MKTG 575 INDEPENDENT STUDY IN MARKETING 1-3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.

### **MKTG 577 SELECTED TOPICS IN MARKETING 3**

An in-depth study of a selected topic, issue, problem or trend in marketing. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

### **MKTG 591 CONSUMER/BUYER BEHAVIOR 3**

Consumer/Buyer behavior aims at developing an understanding of the social and psychological factors that influence industrial and consumer buying behavior. The managerial implications of these factors are emphasized.

*Prerequisite: MKTG 501.*

### **MKTG 592 INTERNATIONAL MARKETING MANAGEMENT 3**

An examination of the various multinational and transnational issues confronting business organizations marketing products and services in overseas markets. Attention will be focused on problems such as identifying and evaluating markets, adapting marketing strategies to specific market needs and coordinating strategies in world markets.

*Prerequisite: MKTG 501.*

### **MKTG 593 PRODUCT PLANNING/NEW PRODUCT MANAGEMENT 3**

An examination of the issues surrounding the management of existing product lines and the development of new products. Topics will include organizing and planning for product management, marketing research and concept testing, product life cycle approach, and new product development strategies and techniques.

*Prerequisites: MKTG 501, 591.*

### **MKTG 594 MARKETING RESEARCH AND INFORMATION SYSTEMS 3**

An examination of the development of information for use by marketing decision makers. Topics include using secondary data, collecting and evaluating primary data, managing the market research process, and developing a coordinated marketing information system.

*Prerequisite: MKTG 501.*

### **MKTG 595 MARKETING MANAGEMENT 3**

An intensive analysis of the issues and problems facing marketing managers. Emphasis is on the development of decision-making skills from both a tactical as well as strategic viewpoint.

*Prerequisite: MKTG 501.*



## QUANTITATIVE ANALYSIS COURSES

### **FINQ 501 STATISTICAL METHODS 3**

Introduction to statistical techniques with applications in business decision making and problem solving. Topics include descriptive statistics, probability distributions, statistical estimation and hypothesis testing, regression and correlation, and time-series analysis.

*Prerequisite:* Course in undergraduate calculus.

### **FINQ 502 OPERATIONS RESEARCH 3**

A presentation of many of the applied mathematical techniques used to help make business decisions. Topics include the theory of decisions, linear programming, network analysis, queuing, Markov processes, and simulation.

*Prerequisite:* FINQ 501.

### **FINQ 531 BUSINESS MODELS 3**

An advanced course in quantitative approaches to managerial decision making. The emphasis will be on simulation models and techniques with applications in finance, production, inventory, and queuing analysis. Computer-based simulation systems will be discussed and tested on the computer.

*Prerequisite:* FINQ 501.

### **FINQ 532 STATISTICAL INFERENCE FOR BUSINESS 3**

An exploration of intermediate statistical methodologies used for decision making. The theoretical bases for various techniques are presented to create a framework for understanding the assumptions and limitations of inferences made from data. Topics covered will include multivariate probability functions, moment generating functions, sampling distributions; estimation, Neyman-Pearson Lemma, parametric and non-parametric hypothesis tests, and analysis of variance.

*Prerequisite:* FINQ 501.

### **FINQ 533 STOCHASTIC MODELS 3**

Stochastic models are descriptions of systems which change in accordance with probabilistic laws. The course focuses on construction rather than solution of models. Simulation solutions and statistical analysis of data from stochastic processes. Applications to business problems are stressed.

*Prerequisite:* FINQ 502.

### **FINQ 534 MULTIVARIATE ANALYSIS 3**

An introduction to multivariate analysis with an emphasis on the practical application of these techniques. After introducing the multivariate distribution, the following statistical procedures are explored: multiple regression, discriminant analysis, multivariate tests of significance, canonical analysis, factor analysis, and multidimensional scaling. Use of these procedures as managerial tools is explored.

*Prerequisites:* FINQ 502, 532.

### **FINQ 535 ADVANCED INFORMATION SYSTEMS 3**

Conceptual foundations of information systems including the nature of information, the impact of information systems on the organization and managing the information services function. Explores most current technology in the area of operating systems software, including multiprocessing, multiprogramming, virtual storage and other operating systems, as well as applications software systems. Cross-listed as MGMT 535.

*Prerequisite:* MGMT 503.

**FINQ 550 PRODUCTION FOR QUALITY 3**

The philosophy, tools and techniques necessary to properly manage for the control of quality production are of ever increasing importance to business and industry. Quality control, long thought of as only a tool for acceptance sampling, is now expanded and used as a means of improving all phases of any business system. For several decades, Japanese business has successfully utilized these methods to gain new inroads into international markets. This course presents the newest approaches to quality control along with adapting many of the traditional tools and methods to current problems.

*Prerequisite: FINQ 501.*

**FINQ 575 INDEPENDENT STUDY IN QUANTITATIVE METHODS 1-3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.

**FINQ 577 SELECTED TOPICS IN QUANTITATIVE METHODS 3**

An in-depth study of a selected topic, issue, problem or trend in quantitative methods. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

**INTEGRATING CORE**

**BSEC 580 BUSINESS AND THE SOCIOPOLITICAL ENVIRONMENT 3**  
**BUGL**  
**BUGN**  
**BUGR**  
**BUSG**

This course studies the increasingly complex set of interrelationships among business, government and other interest groups in the public policy process. It explores the economic and legal environment, and the social and political factors which affect organizations. A series of current corporate and public policy problems are discussed in order to raise major issues, including ethical issues, involved in managing the corporation's relationships with its many publics.

*Prerequisites: Completion of Foundation and Functional Cores and a minimum of 15 semester hours of advanced courses.*

**BSEC 590 STRATEGY AND BUSINESS POLICY 3**  
**BUGL**  
**BUGN**  
**BUGR**  
**BUSG**

The focus of this course is on actual business situations and their impact on the total organization including the role of top management in dealing with these problems. The structure of the course is based on the strategic management process which includes identification, evaluation and implementation of policy and strategy.

*Prerequisite: BSEC, BUGL, BUGN, BUGR, or BUSG 580.*

# BUSINESS EDUCATION

*Chairperson: Dr. Stephen Cyrus*

*Graduate Advisor: Dr. Rosemarie McCauley*

The department of Business Education and Office Systems Administration prepares teachers of business education for administrative, supervisory, specialized work, and master teaching in the field of business education. In order to attain these objectives, candidates have an opportunity to supplement their undergraduate study and to explore advanced areas of work in accordance with their individual background, experience, achievement, and professional needs.

This is a 32-hour program which requires that candidates select six credits from a wide variety of general education courses and six credits in free electives. Of the twenty hours in the specialization, twelve hours represent required courses; the remaining eight hours allow candidates to select course alternatives from electives in business education. Research projects are planned and started in the Introduction to Research course and completed in the Seminar in Business Education course. An oral comprehensive examination based on results of the completed research project and a written comprehensive examination are an integral part of the program.

## ADMISSION REQUIREMENTS

Graduate work toward the Master of Arts degree in business education presupposes the completion of an undergraduate major in business education, distributive education or equivalent.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN BUSINESS EDUCATION

	Semester Hours
I. Basic Professional Education .....	6
II. Specialization .....	20
A. Required Courses	
BSED 501 Principles and Problems of Business Education .....	3
BSED 503 Introduction to Research in Business Education .....	3
BSED 603 Seminar in Business Education .....	3
At least one of the following:	
BSED 511 Improvement of Instruction in Bookkeeping, Accounting and Business Arithmetic .....	3
BSED 512 Improvement of Instruction in General Business Subjects .....	3
BSED 514 Improvement of Instruction in Keyboarding/ Typewriting and Office Procedures .....	3
B. Electives in Business Education .....	8
III. Free Electives .....	6



- IV. Comprehensive Examination, oral and written, given in the Fall and Spring in conjunction with BSED 603 Seminar in Business Education. Examinations are general in nature and are intended to test maturity of thought with respect to business education.

Minimum: 32 semester hours

## BUSINESS EDUCATION

Course Descriptions		Semester Hours
<b>BSED 501</b>	<b>PRINCIPLES AND PROBLEMS OF BUSINESS EDUCATION</b>	<b>3</b>
Survey of principles and practices. History of business education, objectives, relationship of business education to general education, trends and problems in the field.		
<b>BSED 503</b>	<b>INTRODUCTION TO RESEARCH IN BUSINESS EDUCATION</b>	<b>3</b>
Literature and research of business education. Topics covered include: evaluation of current literature in business education research and tools used for interpreting statistical data. Student develops outline of research study to be completed in BSED 603 Seminar in Business Education.		
<i>Prerequisite: BSED 501 and 511 or 512 or 513.</i>		
<b>BSED 505</b>	<b>ADMINISTRATION AND SUPERVISION OF BUSINESS EDUCATION</b>	<b>3</b>
Study of problems of organizing, directing and supervising business education programs at the secondary school and collegiate levels.		
<b>BSED 506</b>	<b>BUSINESS EDUCATION CURRICULUM</b>	<b>3</b>
Study of business education for various levels and types of schools. Evaluation of specific programs for development of improved curricula.		
<b>BSED 511</b>	<b>IMPROVEMENT OF INSTRUCTION IN BOOKKEEPING, ACCOUNTING AND BUSINESS ARITHMETIC</b>	<b>3</b>
Study of objectives, content, methods, teaching aids, and evaluation procedures.		
<i>Prerequisite: Undergraduate methods course in bookkeeping and/or teaching experience.</i>		
<b>BSED 512</b>	<b>IMPROVEMENT OF INSTRUCTION IN GENERAL BUSINESS SUBJECTS</b>	<b>3</b>
The purpose of this course is to upgrade the teaching of the general business subjects. Resource units and lessons are developed. These units include performance objectives, pre-testing, learning activities, and post-testing. This course also includes a simulation/gaming component which helps to foster strategies for planning and decision making.		
<i>Prerequisite: Undergraduate courses in general business methods and/or teaching experience.</i>		

- BSED 514 IMPROVEMENT OF INSTRUCTION IN KEYBOARDING/TYPEWRITING AND OFFICE PROCEDURES 3**
- Study of objectives, content, methods, teaching aids, and evaluation procedures of subjects in keyboarding/typewriting and office procedures. Proficiency examinations in typewriting will be given.
- Prerequisites: Undergraduate methods in typewriting and/or teaching experience.*
- BSED 528 FIELD STUDIES IN BUSINESS/DISTRIBUTIVE EDUCATION 3**
- Opportunity for the classroom teacher to evaluate some of the practices of business offices, industries and retailing organizations in the metropolitan area. Experience in planning, conducting and follow-up of field trips.
- BSED 529 PRINCIPLES OF COOPERATIVE OFFICE EDUCATION 3**
- Survey of principles and practices of cooperative office education. Objectives, organization, related class, placement, and supervision are investigated.
- Prerequisite: Business education teaching certificate.*
- BSED 530 BUSINESS/DISTRIBUTIVE EDUCATION IN POST-HIGH SCHOOL INSTITUTIONS 3**
- This course is designed to acquaint the student with the purposes, curricula, methods, and problems of teaching business education subjects in post-high school institutions, including technical institutes, two-year, and four-year colleges.
- BSED 540 WORKSHOP IN BUSINESS EDUCATION 1-3**
- This course will give the business educator the opportunity to do an intensive study of a selected current issue, concern, and/or problem in Business Education.
- Prerequisite: Certified Business Education Teacher*
- BSED 570 BUSINESS/DISTRIBUTIVE EDUCATION FOR TEACHERS OF THE DISADVANTAGED 3**
- Prepares teachers of business subjects to meet specific needs of disadvantaged students. Occupational opportunities open to the disadvantaged, and the secondary school business program which will prepare them for these occupations. Teachers will build curricula and develop special instructional materials and methods needed for disadvantaged students in the inner-city schools.
- BSED 603 SEMINAR IN BUSINESS EDUCATION 3**
- Matriculated graduate student in business or distributive education completes research project in business or distributive education. Prepares student for comprehensive examinations.
- Prerequisite: BSED 503.*

# CHEMISTRY

*Chairperson: Dr. Roland R. Flynn*

*Graduate Advisor: Dr. Pamela Delaney*

The Chemistry Department offers advanced level courses in all major areas of chemistry as well as a number of highly specialized courses and individualized research opportunities. Students may selectively take a course or several courses to increase their professional competence in a particular area of chemistry and/or may elect to enroll in the Master of Arts program in chemistry as outlined below.

## ADMISSION REQUIREMENTS

The minimum requirements for the Graduate Division as set forth in this catalog are essential for admission to the graduate program in chemistry. When the student is admitted to the Graduate Division, the chemistry advisor will evaluate the background in chemistry, other sciences and mathematics and a specific program will be designed. An entering student should present at least twenty-four semester hours of undergraduate chemistry credits. In consultation with the chemistry advisor, a program may be designed for students with insufficient background to include prerequisites. Candidates for the master's degree in chemistry should seek the guidance of the chemistry advisor in selecting the six hours of free electives, and in fulfilling the research option.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN CHEMISTRY

	Semester Hours
I. Specialization .....	26
A. Courses in chemistry at the 500 level or above .....	15
B. Research: One of the following:	
CHEM 599 Graduate Literature Search in Chemistry .....	2
or	
CHEM 595 Graduate Research	
and	
CHEM 600 Thesis .....	4 or 6
C. Graduate level electives in sciences or mathematics .....	5-9
II. Graduate level free electives .....	6
III. Comprehensive examination	

Minimum: 32 semester hours



# CHEMISTRY

Course Descriptions	Semester Hours
<b>CHEM 521</b> ADVANCED THEORETICAL INORGANIC CHEMISTRY	3
Current theories of inorganic structure, reactions and properties. <i>Prerequisite: CHEM 341.</i>	
<b>CHEM 531</b> ADVANCED THEORETICAL ORGANIC CHEMISTRY	3
Modern theories of organic chemistry with emphasis on electronic theory and reaction mechanisms. <i>Prerequisite: CHEM 430.</i>	
<b>CHEM 532</b> ORGANIC SYNTHESIS	3
Detailed study of the art, methods, and the philosophy of organic synthesis beginning with a review of classical and modern synthetic methods, followed by the planning theory of synthesis and culminating in a study of elegant syntheses in the literature. <i>Prerequisite: CHEM 430.</i>	
<b>CHEM 540</b> CHEMICAL THERMODYNAMICS	3
In-depth study of classical thermodynamics. Development of thermodynamic functions describing chemical systems in equilibrium, with emphasis on systems of variable composition. <i>Prerequisite: CHEM 341 or instructor's permission.</i>	
<b>CHEM 542</b> THEORETICAL PHYSICAL CHEMISTRY	3
Theoretical development of quantum mechanics and statistical mechanics as applied to chemistry. Application of theoretical procedures to atomic and molecular structure and bonding. <i>Prerequisites: CHEM 341 and MATH 420.</i>	
<b>CHEM 544</b> ELECTROCHEMISTRY	3
Principles and application of electrochemistry, relationship of electromechanical principles to classical thermodynamics, and practical applications of electrochemistry. <i>Prerequisite: CHEM 341.</i>	
<b>CHEM 546</b> CHEMICAL SPECTROSCOPY	3
Introduction to the theory of molecular spectroscopy. <i>Prerequisite: CHEM 341.</i>	
<b>CHEM 548</b> CHEMICAL KINETICS	3
Kinetics in its role of elucidating reaction mechanisms. Discussion of recent problems from the chemical literature including fast reactions and enzyme kinetics. <i>Prerequisite: CHEM 341.</i>	
<b>CHEM 570</b> ADVANCED BIOCHEMISTRY	3
A detailed treatment of selected topics in biochemistry. Discussions of carbohydrates, lipid and amino acid metabolism, protein synthesis and nucleic acid chemistry. <i>Prerequisite: CHEM 370 or instructor's permission.</i>	

**CHEM 590 SELECTED TOPICS – ADVANCED CHEMISTRY 3**

An in-depth study of selected areas in either analytical, inorganic, organic, biochemistry or physical chemistry, with special emphasis upon recent developments in the field.

*Prerequisite: CHEM 341 or instructor's permission.*

**CHEM 595 GRADUATE RESEARCH 2–4**

Directed individual laboratory investigation under guidance of faculty advisor. May be elected once or twice, maximum credit allowed is 4 semester hours.

*Prerequisite: Completion of 12 semester hours in this graduate program; instructor's permission.*

**CHEM 599 GRADUATE LITERATURE SEARCH IN CHEMISTRY 2**

An individual, non-experimental investigation utilizing the scientific literature.

*Prerequisite: Completion of 12 semester hours in this graduate program.*

**CHEM 600 THESIS 2**

Writing, presentation, and defense of thesis before the chemistry faculty.

*Prerequisites: CHEM 595, instructor's permission.*

## CLASSICS

*Chairperson: Dr. Timothy T. Renner*

The Department of Classics offers graduate level courses in Latin literature and in the culture and civilization of the classical world. These courses may be elected by students who are enrolled in master's programs at Montclair as well as post-baccalaureate students seeking to acquire teaching certification in Latin or to broaden their knowledge of the classics.

## CLASSICS

### Course Descriptions

**LATN 511 THE COMEDY OF PLAUTUS 3**

Intensive reading and study of selected plays of Plautus with attention to language, characterization, style, structure, and metre. The literary and historical milieu of Plautine drama, including the apparatus of play production and the relationship of the comedies to contemporary social and economic history. The place of Plautus in theatre history, with special reference to Greek New Comedy, to other ancient Italic comedy, and to later European drama.

**LATN 541 SELECTED TOPICS IN LATIN LITERATURE 3**

Intensive reading and critical study of a selected author, genre, period, or theme in Latin literature that is not covered by a regular course. Topics will be chosen to complement other graduate course offerings in Latin and classical studies. May be repeated for credit with different topics.

An introduction to Roman law and an examination of the interrelatedness of law and Roman society during the late Republic and the Empire. Survey of the main areas of private law: Law of persons, law of things, law of obligations. Sources of law and their response to new conditions. Law as an instrument of social change. Law and daily life. Roman law in the medieval and modern periods.

## COMMUNICATION SCIENCES AND DISORDERS

*Chairperson: Dr. Warren Heiss*

*Graduate Advisors: Dr. Warren Heiss (Special Education)*

*Dr. Joseph Attanasio (Speech-Language Pathology,  
Audiology)*

Graduate students have the opportunity to specialize within the broad area of communication sciences and disorders in one of the four major concentrations: (1) Speech-Language Pathology; (2) Audiology; (3) Learning Disabilities; and (4) Early Childhood Special Education.

All four programs stress an interdisciplinary approach to the understanding and remediation of communication and learning disorders, with emphasis on development of clinical and teaching skills. Successful students are those who have a strong need to understand the bases of clinical procedures, who work well with or without supervision, and who, with guidance from the staff, initiate independent projects, taking responsibility for personal growth in intellectual, clinical and teaching skills.

Students should indicate their choice of specialization at the time of advisement for matriculation.

### ADMISSION REQUIREMENTS

#### **Speech-Language Pathology**

Students wishing to matriculate in this area must have completed a bachelor's degree with a major or its equivalent in speech pathology.

#### **Audiology**

Students wishing to matriculate in this area must have a bachelor's degree and must have a minimum of 24 semester hours from among the following: anatomy and physiology of the auditory and vocal mechanism, speech and language development, speech pathology, measurement of hearing, auditory rehabilitation, clinical practice in audiology.



## Learning Disabilities

Students wishing to matriculate in this area must have a bachelor's degree and a standard New Jersey instructional certificate (e.g., "teacher of the handicapped"). Evidence of one year of successful teaching experience must also be provided.

## Early Childhood Special Education

Students wishing to matriculate in this area must have a bachelor's degree and a standard New Jersey instructional certificate as "nursery school teacher," "nursery-8," or "teacher of the handicapped."

*\*Note: Admissions and certification requirements are subject to change. Consult with departmental advisor.*

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN COMMUNICATION SCIENCES AND DISORDERS

Master's degree programs consist of a minimum of 39 to 45 semester hours distributed among basic, core, and specialization courses. Some students may need to take prerequisite courses as specified by the graduate advisor.

### Speech-Language Pathology

		Semester Hours
<b>Required Courses</b>		<b>45</b>
CS&D 500	Speech and Language Acquisition	3
CS&D 511	Language Disorders of Adults	3
CS&D 512	Seminar and Practicum in Diagnosis of Communication Disorders	6
CS&D 515	Seminar in Voice Disorders	3
CS&D 517	Articulation Disorders	3
CS&D 534	Speech and Hearing Science	3
CS&D 562	Intermediate Practicum in Communication Disorders	3
CS&D 573	Organization and Administration of Speech and Hearing Programs	3
CS&D 576	Aural Rehabilitation	3
CS&D 583	Language Disorders of Children	3
CS&D 585	Stuttering	3
CS&D 592	Seminar in Research in Speech Pathology	3
CS&D 598	Problems and Issues in Communication Disorders	3
CS&D 599	Practicum in Speech Rehabilitation	3

**Field Placements:** A public school student teaching placement will be arranged with an American Speech-Language Hearing Association (ASHA) certified clinician for those intending to obtain teacher certification. Other settings include hospitals, rehabilitation centers, speech and hearing clinics, nursing homes, etc. ASHA certification is required of all supervisors as specified by the American Speech-Language Hearing Association. ASHA requires 300 hours of supervised unpaid experience with a variety of cases in order to obtain national certification.

A similar requirement is necessary for a state license. (ASHA requirements will change on 1/1/93.)

**Prerequisites:** A course in Developmental Psychology or its equivalent.

**Teacher Certification:** In addition to a student teaching placement, additional coursework related to teacher certification will be added, if necessary, in consultation with the Dean of the School of Professional Studies.

A minimum of 45 credits will be required for the Master's Degree. For those students who have deficiencies in certain skills or wish Teacher Certification, additional coursework will be required. Students who already have some of the required coursework from other institutions may transfer credits to this program in accordance with college policy. For these students, specialization electives are available.

**Semester  
Hours**

**Specialization Electives** (by advisement)

CS&D	514	Communication Disorders of the Aged .....	3
CS&D	531	Advanced Audiology .....	3
CS&D	535	Advanced Seminar in Communication Disorders .....	3
*CS&D	586	Education of the Handicapped .....	3
CS&D	594	Independent Study .....	1-3
CS&D	595	Medical and Physical Bases of Learning Disabilities .....	3

\*Required for graduate students who have not had CS&D 386 Communication Disorders: A Special Education Perspective as undergraduates and are seeking state certification.

**Audiology**

**Semester  
Hours**

I.	Basic Courses .....	9
	One of the following:	
ELRS	503 Methods of Research .....	3
ELRS	507 Measurement and Evaluation: Cognitive Domain .....	3
	or	
ELRS	578 Testing and Evaluation .....	3
	or	
PSYC	578 Psychological Tests and Measurement .....	3
PSYC	510 Research Methods in Psychology .....	3
	Two of the following:	
CS&D	500 Speech and Language Acquisition .....	3
CS&D	583 Language Disorders of Children .....	3
PSYC	560 Advanced Educational Psychology .....	3
PSYC	563 Theories of Learning .....	3
READ	500 The Nature of Reading .....	3
	The following electives may be taken in place of or in addition to required courses listed above by permission only:	

	COUN	559	Dynamics of Group Process .....	3
	COUN	570	Counseling Adults .....	3
	COUN	580	Principles of Guidance and Counseling .....	3
	COUN	585	Group Guidance and Counseling Activities .....	3
	PSYC	561	Developmental Psychology .....	3
	PSYC	582	Behavior Modification .....	3
II.	Core Courses .....			9
	Required of all students			
	PSYC	561	Developmental Psychology .....	3
	PSYC	565	Psychology and Education of Socially and Emotionally Handicapped Children .....	3
	PSYC	573	Physiological Psychology .....	3
			or	
	CS&D	595	Medical and Physical Bases of Learning Disabilities .....	3
	The following electives may be taken in place of or in addition to required courses listed above by permission only:			
	CS&D	586	Education of the Handicapped .....	3
	EDFD	540	Social Forces and Education .....	3
	HEFM	445	The Inner City Family .....	3
	PSYC	553	Urban Psychology .....	3
	PSYC	564	Psychology and Education of Physically and Mentally Handicapped Children .....	3
	SOCI	565	Sociology of Youth .....	3
III.	Specialization Courses .....			21
	CS&D	531	Advanced Audiology .....	3
	CS&D	537	Hearing Aids and Hearing Aid Selection .....	3
	CS&D	538	Differential Audiometry .....	3
	CS&D	540	Practicum in Audiology .....	3
	CS&D	593	Seminar in Research in Audiology .....	3
	Departmental Electives in Audiology .....			6
	Selection will be determined through advisement and will be based on stu- dent's needs and interests.			

Completion of 300 hours of supervised clinical practice and successful completion of a departmental comprehensive exam are required.

### Learning Disabilities

				Semester Hours
I.	Basic Courses .....			9
	*PSYC	578	Psychological Tests and Measurements .....	3
			or	
	*ELRS	578	Testing and Evaluation .....	3
	CS&D	583	Language Disorders of Children .....	3
			or	
	READ	500	Nature of Reading .....	3



	*PSYC	563	Theories of Learning .....	3
			or	
	*PSYC	560	Advanced Educational Psychology .....	3
II.	Core Courses .....			9
	*CS&D	586	Education of the Handicapped .....	3
	*CS&D	595	Medical and Physical Bases of Learning Disabilities .....	3
			or	
	*PSYC	573	Physiological Psychology .....	3
	PSYC	565	Psychology and Education of Socially and Emotionally Handicapped Children .....	3
III.	Specialization Courses .....			21
	*CS&D	580	Diagnosis and Correction of Children with Learning Disabilities-I .....	3
	*CS&D	581	Diagnosis and Correction of Children with Learning Disabilities-II .....	3
	*CS&D	582	Remediation of Basic Skills .....	3
	CS&D	589	Seminar in Research in Learning Disabilities .....	3
	*CS&D	590	Practicum in Learning Disabilities .....	3
	Approved Electives .....			6
	Selection will be determined through advisement and will be based on student's needs and interests.			

*\*Required for New Jersey certification as a Learning Disabilities Teacher-Consultant.*

### Early Childhood Special Education

				Semester Hours
I.	Basic courses .....			9
	CS&D	504	Typical and Atypical Development: Birth to Three .....	3
	CS&D	505	Typical and Atypical Development: Three to Five .....	3
	CS&D	520	Seminar in Research in Early Childhood Special Education .....	3
II.	Core Courses .....			9
	CS&D	519	Language Disordered Preschoolers: Identification and Education .....	3
	CS&D	586	Education of the Handicapped .....	3
	CS&D	595	Medical and Physical Bases of Learning Disabilities ...	3
	(Other courses may be substituted based on advisement.)			
III.	Specialization Courses .....			21
	CS&D	506	Assessment of Pre-school Handicapped Children I.....	3
	CS&D	507	Assessment of Pre-school Handicapped Children II.....	3
	CS&D	508	Parents of Young Handicapped Children .....	3
	CS&D	509	Implementing Programs for Young Handicapped Children .....	3
	CS&D	510	Field Experiences in Early Special Education .....	3
	CS&D	518	Neuromotor Development of the Young Child .....	3
	HEFM	445	The Inner City Family .....	3
				Total: 39

## **Additional Department Requirements**

1. Students pursuing concentrations in Learning Disabilities and Early Childhood Special Education are required to take a qualifying examination to assess proficiency in the understanding of basic concepts, issues, and practices. This examination will be given prior to admittance into practica. Students apply for this examination in consultation with their advisors. If the examination is failed, appropriate plans of action will be developed by advisor and student to address the deficiencies.

2. Students in all concentration areas are required to complete successfully a comprehensive examination or project. Comprehensive projects and examinations are designed to give students an opportunity to demonstrate their ability to integrate major concepts while working closely with the faculty. Comprehensive projects and examinations are to be culminating activities in the students' programs.

Note that there is a limit to the number of times a student may take the comprehensive examination. Comprehensive projects may require revisions before being accepted and there is a limit to the number of revisions allowed. Students are required to consult with their advisors for specific information on these additional department requirements.

3. Pending changes in ASHA requirements in 1993, majors in speech-language pathology and audiology must complete a total of 300 semester hours of supervised direct clinical experience. Up to 150 hours completed as an undergraduate will be accepted toward the requirement. Majors in Learning Disabilities must complete a minimum of 150 clock hours of supervised experience. Majors in Early Childhood Special Education must complete a field experience of 75 hours. Field placement will be determined by individual interest and can be provided both on- and off-campus.

Courses are offered in this department that meet prerequisite requirements in Speech-Language Pathology and Audiology for admission to those graduate programs.

4. Students in the Speech-Language Pathology program have the opportunity to take work, as part of their graduate studies, that meets the requirements for a New Jersey public school certification, a New Jersey license as a Speech-Language Pathologist, and for certification by the American Speech-Language-Hearing Association.

### **Post-Master's Certification Program in Learning Disabilities**

A post-master's candidate seeking certification in learning disabilities must complete twenty-four semester hours in the area of study listed below. Qualified students, however, who have already earned a master's degree in education, reading, speech correction, psychology, special education, or similar fields, may apply appropriate credits toward the 24 semester hours required for Learning Disabilities Teacher-Consultant certification. At least 12 semester hours, however, must be taken within the department.

**Note:** State certification requirements for Learning Disabilities Teacher-Consultants are subject to change.

## REQUIREMENTS FOR CERTIFICATE IN LEARNING DISABILITIES

The graduate advisor will examine the post-master's applicant's transcripts of completed graduate courses in order to determine which of the following courses may be applied toward certification for Learning Disabilities Teacher-Consultant:

A. Required Studies (not necessarily in separate courses):

	MSC Equivalent
1. Education of the Handicapped	PSYC 564 or CS&D 586
2. Learning Theory	PSYC 563 or PSYC 560
3. Physiological Bases of Learning	PSYC 573 or CS&D 595
4. Orientation to Psychological Testing	PSYC 578 or ELRS 578
5. Remediation of Basic Skills	CS&D 582
6. Diagnosis of Correction of Learning Disabilities	CS&D 580 & 581
7. 150 clock hours supervised practicum (minimum)	CS&D 590

B. Electives

1. Group Dynamics	COUN 559; PSYC 568
2. Teaching the Emotionally Disturbed Child	PSYC 565
3. Curriculum Development for the Handicapped	PSYC 541
4. Child Growth and Development	PSYC 561
5. Language Development and Disorders	CS&D 583
6. Teaching of the Culturally Handicapped	PSYC 553; PSYC 541
7. Interviewing and Counseling	COUN 580; PSYC 593
8. Educational Psychology	PSYC 560
9. Community Resources	COUN 560

Each student's record will be evaluated by the Office of the Registrar after completing all, or the necessary parts of the 24 semester hour requirement. If work has been satisfactorily completed, and all other requirements have been met, the student will be recommended for state certification as a *Learning Disabilities Teacher-Consultant*.

The requirements for this endorsement, in addition to the completion of the prescribed academic program are:

1. A standard New Jersey instructional certificate.
2. Three years of successful teaching experience (MSC requires two letters of recommendation from a current or previous employer and a notarized statement verifying at least three years of full-time paid employment as a teacher.)
3. A master's degree in a related field from an accredited college.



# COMMUNICATION SCIENCES AND DISORDERS

Course Descriptions	Semester Hours
<b>CS&amp;D 500 SPEECH AND LANGUAGE ACQUISITION</b>	<b>3</b>
The nature of language and language development in young children. Acquisition of phonological, semantic and syntactic systems studied in framework of biological, cognitive and linguistic theory.	
<b>CS&amp;D 504 TYPICAL AND ATYPICAL DEVELOPMENT: BIRTH TO THREE YEARS</b>	<b>3</b>
To familiarize students with the developmental stages of infants and toddlers. Particular emphasis will be placed on sensorimotor stage theory, development of the capacity for symbolic representations, and the acquisition of language. Application of developmental theory to handicapped children will be discussed.	
<b>CS&amp;D 505 TYPICAL AND ATYPICAL DEVELOPMENT: THREE TO FIVE YEARS</b>	<b>3</b>
To familiarize students with the developmental tasks usually accomplished in the preschool years. Particular emphasis will be placed on the development of dialogue, on the use of language in concept development, and on the development of social, memory, perceptual, and play skills. Application of developmental theory to handicapped children will be discussed.	
<i>Prerequisite: CS&amp;D 504.</i>	
<b>CS&amp;D 506 ASSESSMENT OF PRESCHOOL HANDICAPPED CHILDREN I</b>	<b>3</b>
Screening for and assessment of handicapping conditions in children from birth to age five are studied. Techniques and instruments commonly used, administration and interpretation of results of key instruments, and the use of data to write an effective individualized educational program (IEP) and instructional guide are presented.	
<b>CS&amp;D 507 ASSESSMENT OF PRESCHOOL HANDICAPPED CHILDREN II</b>	<b>3</b>
The purpose of this course is to provide an in-depth analysis of selected assessment devices that are presented on a theoretical level in Assessment of Preschool Handicapped Children I. A variety of instruments designed for use with infants and preschoolers will be evaluated and employed.	
<i>Prerequisite: CS&amp;D 506.</i>	
<b>CS&amp;D 508 PARENTS OF YOUNG HANDICAPPED CHILDREN: THE EDUCATOR'S ROLE</b>	<b>3</b>
Methods to help preschool educators cope more effectively with parents of handicapped children will be taught. Sensitivity to the problems of parenting handicapped children, the emotional and legal issues involved, and the development of the skills necessary for appropriate means of intervention will be the major focus of the course.	
<b>CS&amp;D 509 IMPLEMENTING PROGRAMS FOR YOUNG HANDICAPPED CHILDREN</b>	<b>3</b>
The principles of learning and teaching will be applied to the preschool handicapped child. Adapting major curriculums and implementing IEPs (Individualized Educational Plans) in various settings will be the major focus of the course.	
<i>Prerequisite: CS&amp;D 506.</i>	

**CS&D 510 FIELD EXPERIENCES IN EARLY SPECIAL EDUCATION 3**

Supervised experience in diverse field settings with preschool children, including typical and atypical children, and in an urban setting is provided. Seventy-five (75) clock hours of field experience is required.

**CS&D 511 LANGUAGE DISORDERS OF ADULTS 3**

This course is devoted to an advanced study of adult aphasia and other communication disorders associated with neuropathologies of adulthood.

**CS&D 512 ADVANCED DIAGNOSIS – COMMUNICATION DISORDERS 3**

Continuation of diagnosis procedure including tests for multiplehandicapped children with communication disorders. Opportunities provided for interviewing parents, testing and report writing.

**CS&D 514 COMMUNICATION DISORDERS OF AGED 3**

Communication disorders associated with pathologies that tend to occur in later life, e.g., aphasia, multiple sclerosis, Parkinsonism, and cerebral arteriosclerosis. *Prerequisite: Neuropsychological Disorders of Communication or equivalent course.*

**CS&D 515 SEMINAR IN VOICE DISORDERS 3**

Selected disorders of voice production. Consideration given to etiology, pathology and therapy related to vocal nodules, contact ulcers, paralysis of the vocal cords and other organic voice problems. Speech rehabilitation techniques for the laryngectomized and for persons with cleft palate conditions.

**CS&D 516 HIGH RISK INFANTS – EARLY INTERVENTION PRACTICES 3**

The rationale and methods for early intervention with high risk infants and their families are studied (birth to three). Examination of current research and study and observation of practices for early intervention in home, hospital, and community agency settings will be the major focus of the course.

**CS&D 517 ARTICULATION DISORDERS 3**

This course provides an in-depth study of articulation problems of children and adults with major emphasis on assessment and treatment. Consideration is given to the speech problems associated with orofacial abnormalities, as well as to the management of dysarthria and apraxia in children and adults.

**CS&D 518 NEUROMOTOR DEVELOPMENT OF THE YOUNG CHILD 3**

The study of typical and atypical patterns of neuromotor organization and development, including general principles of stability, mobility, and the equilibrium as they influence postural stability is presented. Implications for the educator of the young handicapped child will be stressed.

**CS&D 519 LANGUAGE DISORDERED PRESCHOOLERS: IDENTIFICATION/EDUCATION 3**

A study of typical and atypical patterns of language development in the child from the pre-verbal period of infancy to the age of five will be undertaken.

**CS&D 520 SEMINAR IN RESEARCH IN EARLY SPECIAL EDUCATION 3**

Research design, statistical analysis and methods for writing a research paper are studied. Significant problems in the field of early special education are investigated and discussed. Published research projects are evaluated.

**CS&D 531 ADVANCED AUDIOLOGY 3**

Increase skill in administering tests for pure-tone and speech reception thresholds; evaluation and interpretation of test results and analysis of client histories. Hearing aid evaluation, measurement of recruitment and tests for psychogenic deafness and malingering; pre- and post-surgical audiometry and special problems of differential diagnosis in testing children.

*Prerequisite: Clinical Procedures in Audiology or equivalent course.*

**CS&D 534 SPEECH AND HEARING SCIENCE 3**

Study of basic acoustics, memory, and perception. Advanced study of anatomy and physiology of the speech and hearing mechanisms. Commonly used instrumentation will be discussed.

*Prerequisite: Graduate status.*

**CS&D 535 ADVANCED SEMINAR IN COMMUNICATION DISORDERS 6**

Diagnostic, therapeutic and evaluative techniques employed in working with children and adults who have speech disorders of organic etiology.

*Prerequisite: Permission of graduate advisor.*

**CS&D 537 HEARING AIDS AND HEARING AID SELECTION 3**

Principles and procedures involved in fitting hearing aids and differential selection based on audiometric findings. Characteristics of hearing aids and ear molds.

**CS&D 538 DIFFERENTIAL AUDIOMETRY 3**

Sophisticated and advanced audiometric tests used in differential diagnosis of hearing problems. Demonstration and analysis of functional hearing loss tests, evoked response audiometry, difference limen tests, G.S.R. audiometry and tests for central auditory problems.

**CS&D 540 PRACTICUM IN AUDIOLOGY 1-3**

Directed and supervised experience in advanced audiometric tests for differential diagnosis of hearing impairment.

*Prerequisite: CS&D 538.*

**CS&D 541 ADVANCED PRACTICUM IN AUDIOLOGY 3**

Directed and supervised experience in advanced audiometric tests for differential diagnosis of hearing impairment.

*Prerequisite: CS&D 538.*

**CS&D 562 INTERMEDIATE PRACTICUM IN COMMUNICATION DISORDERS 3**

Supervised clinical practice with children and adults presenting a variety of communication disorders.

*Prerequisites: CS&D 309, 383, 461.*



**CS&D 573 ORGANIZATION AND ADMINISTRATION OF SPEECH AND HEARING PROGRAMS 3**

Clinical programs in the public schools and other settings. Testing, scheduling, grouping and record-keeping. The role of clinician in relation to administrators, teachers, specialists in related areas, parents and paraprofessionals.

*Prerequisite: To be taken prior to student teaching.*

**CS&D 576 AURAL REHABILITATION 3**

Advanced study of theory and techniques for developing speech reading and auditory training programs for the hearing impaired. Also considered will be basics of American sign language and social and vocational concerns.

*Prerequisites: CS&D 368 Clinical Procedures in Audiology; graduate status.*

**CS&D 580 DIAGNOSIS AND CORRECTION OF CHILDREN WITH LEARNING DISABILITIES I 3**

Conceptual model of learning disabilities; parameters of the diagnostic evaluation of the child who is failing school. Tests demonstrated; students trained in analyzing results and prescribing individualized educational plans.

**CS&D 581 DIAGNOSIS AND CORRECTION OF CHILDREN WITH LEARNING DISABILITIES II 3**

Continuation of CS&D 580. Developing instruction plans from diagnostic data. Parameters of managing learning disabled children within and outside the regular classroom; consultation techniques for use with classroom teachers.

*Prerequisite: CS&D 580.*

**CS&D 582 REMEDIATION OF BASIC SKILLS 3**

Techniques for remediation of reading, writing, spelling, arithmetic, speaking and listening problems with children who are performing poorly in school.

*Prerequisites: CS&D 580, 581.*

**CS&D 583 LANGUAGE DISORDERS OF CHILDREN 3**

Psycholinguistic components of language, factors involved in language development and language disorders associated with developmental lag, childhood aphasia, deafness, retardation, and emotional problems.

*Prerequisites: CS&D 500 or equivalent for speech pathology majors, CS&D 580 for learning disabilities majors.*

**CS&D 584 CLEFT PALATE AND ORAL DEFORMITIES 3**

Etiology and characteristics of cleft palate and oral deformities or malfunctions in children; speech therapy and surgical repair procedures. Unit on tongue thrust therapy included.

**CS&D 585 STUTTERING 3**

Principles and methods of speech therapy with children and adults who stutter. Methods of evaluation, specific techniques of speech therapy, and principles coordinating speech therapy with home and school life. Demonstrations with children who stutter serve as the basis for study and discussion.

**CS&D 586 EDUCATION OF THE HANDICAPPED 3**

Role of the teacher on the professional team, state and federal legislation relating to handicapped children and adults and community resources for the special child.

**CS&D 589 SEMINAR IN RESEARCH IN LEARNING DISABILITIES 3**

Significant problems in the field of learning disabilities are investigated, and published research projects evaluated. Critical analysis and experimental design are emphasized.

*Prerequisites: Permission of graduate advisor and CS&D 580, 581, 582.*

**CS&D 590 PRACTICUM IN LEARNING DISABILITIES 3**

Clinical diagnosis and teaching of children with learning disabilities. Supervision by departmental staff is given to fulfill the 150 hour requirement. Arrangements can be made for both on-campus and off-campus experiences. (Matriculated L.D. majors).

*Prerequisites: CS&D 580, 581, 582, instructor's permission.*

**CS&D 592 SEMINAR IN RESEARCH IN SPEECH PATHOLOGY 3**

Significant problems in the field are investigated and published research projects evaluated. Critical analysis and experimental design are emphasized.

*Prerequisite: Instructor's permission.*

**CS&D 593 SEMINAR IN RESEARCH AUDIOLOGY 3**

Significant problems in the field of audiology, evaluation of published research projects, critical analysis, and experimental design are studied.

*Prerequisite: Instructor's permission.*

**CS&D 594 INDEPENDENT STUDY 1-3**

Students select an area of communication sciences and disorders and, with advisement, study the literature in the field, observe related programs at special schools and centers and write reports on findings. Regular conferences with instructor for guidance and evaluation.

*Prerequisite: Instructor's permission.*

**CS&D 595 MEDICAL AND PHYSICAL BASES OF LEARNING DISABILITIES 3**

Critical dimensions of the neurological and physiological growth of the child. The scope and meaning of the pediatric and neurological examination and relevance of medical data to explain learning disorders. Aspects of drug and nutritional therapy will be explained.

**CS&D 596 SEMINAR AND PRACTICUM IN LEARNING DISABILITIES 3**

The course is designed to help students meet the requirements for state certification. Under supervision students will administer and interpret educational instruments and coordinate assessment data into prescriptive reports and programs. Seminars will deal with current issues and practices in the field.

*Prerequisites: CS&D 580, 581, 582, 590, instructor's permission.*

**CS&D 597 PRACTICUM AND SEMINAR IN TEACHING HANDICAPPED CHILDREN 6**

The course provides students with direct experience in teaching children who are intellectually, physically, emotionally and/or developmentally handicapped in a controlled internship program. Students learn to analyze and carry out individualized education programs developed by child study teams. In addition to 90 hours of direct clinical teaching in an approved placement, each student must participate in class seminars, conferences and planning sessions.

**CS&D 598 PROBLEMS AND ISSUES IN COMMUNICATION DISORDERS 3**

This seminar is designed to introduce newly emerging topics in communication disorders, including cognitive rehabilitation of closed-head injured patients, dysphagia, and augmentative/alternative communication for the non-speaker. Literature review and prescribed observations will provide the foundation for studying the nature, characteristics, epidemiology, and the assessment/treatment protocols of the pertinent pathologies.

*Prerequisite: Graduate status.*

**CS&D 599 ADVANCED PRACTICUM IN SPEECH PATHOLOGY 3**

Practical application of diagnostic and rehabilitative techniques with children and adults who have major speech and language problems. Qualified students participate in specialized laboratory experiences: planning and supervising speech therapy sessions, providing rehabilitative services, interviewing applicants and administering audiometric tests.

*Prerequisite: 60 clinical hours in speech practicum.*

## **COUNSELING, HUMAN DEVELOPMENT AND EDUCATIONAL LEADERSHIP**

*Chairperson and Graduate Advisor: Dr. Arlene King*

*Program Coordinators: Alcoholism Study, Dr. Eileen Smith-Sweet*

*Counseling Fieldwork, Dr. Richard Grey*

*Administration and Supervision, Dr. Ronald Armengol*

*Educator/Trainer Program, Dr. David Weischadle*

*Counseling, Dr. Arlene King*

Counseling programs in both the public and private sectors, corporate and business training and organizational development activities, and educational administration and supervision roles are integral parts of the American way of life. The mission of the department is to provide qualified and trained personnel for positions of responsibility in these various program areas, enabling organizations to meet the changing needs of society.

In counseling, the department prepares students for work with diverse populations in a variety of settings in the following areas: individual/group counseling, substance abuse counseling, human resources counseling, guidance counseling, school social work, and student personnel services in higher education.

In the growing area of training and development, the department offers opportunities to current and prospective professionals to gain new knowledge and skills in management education, program planning and organizational analysis.

In educational administration and supervision, the department provides leadership programs for individuals to develop the knowledge and competencies for positions as principals, department supervisors, school business administrators, superintendents, and other personnel.



From the initial core of courses through the field work experience, the department offers courses to train counselors, human services personnel, and educational trainers to work with minority communities, women, families, adult learners, substance abusers, businesses and industrial settings, as well as to work in traditional roles in public school administration, supervision, school guidance, and school social work.

An initial core program, consisting of four courses applicable to counseling, educational training or administration and supervision is required of all students entering the program. The specific core to be followed will be determined under the guidance of the department's Graduate Advisor. After successful completion of the core, the student and the Program Coordinator will work out an individual program designed to meet his/her particular interests and needs.

## CERTIFICATION PROGRAMS IN COUNSELING

The department continues to emphasize state certification programs for guidance counselors and school social workers. Both of these state certifications require additional credentials. The Student Personnel Services Certification for guidance counselors requires a teaching certificate and one year of full time teaching experience under certification. Those wishing to be certified as school social worker must have a minimum of 3 years of teaching experience or 3 years of experience in social work under approved supervision. Students should consult their graduate advisor for specific certification requirements for each of these programs. Courses are also available for persons seeking certification as Director of Pupil Personnel Services and for individuals interested in completing all academic requirements for certification in alcoholism counseling (CAC) and Substance Awareness Coordinator Certification.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN COUNSELING, HUMAN SERVICES AND GUIDANCE

	Semester Hours
I. Core Courses .....	12
Required of all students regardless of specialization.	
COUN 559 Dynamics of Group Process .....	3
COUN 577 Counseling Theories .....	3
COUN 588 Techniques of Interviewing and Counseling .....	3
ELRS 503 Methods of Research .....	3
II. Matriculation Interview with Coordinator	

- III. Required Courses ..... 27  
 These courses will be decided after the four core courses have been completed, and the student has decided upon a specialization. Here are a few of the choices available:
- (a) Human Services which permit such areas of specialization as:
    - Individual Counseling
    - Group Counseling
    - Human Resources and Organizational Development
    - Counseling in Higher Education
    - Alcoholism Counseling
    - Substance Awareness Counseling
  - (b) State Certification Program in Guidance and Counseling
  - (c) State Certification Program in School Social Work
  - (d) Dual Certification Program for both Guidance and Counseling and School Social Work
- IV. Fieldwork ..... 6  
 The fieldwork in each concentration consists of field placements approved by the Fieldwork/Practicum coordinator. A minimum of 300 hours of observation and contact with clients at the field site is required. Seminars will accompany the field experience.
- V. Comprehensive Examination or Thesis  
 Nearing completion of the program, the student will register for the comprehensive examination given in the Fall or the Spring. Students selecting the thesis option should register for COUN 650 Research Seminar and Thesis Writing.

Minimum Semester Hours: 45

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ADMINISTRATION AND SUPERVISION

(For school personnel)

Three years of successful teaching experience under certification are required for certification as Supervisor or Administrator. The program for principals is designed to meet the requirements enacted by the New Jersey Department of Education as of October 1, 1988.

### PROGRAM REQUIREMENTS

	Semester Hours
I. Core Courses .....	12
ELRS 503 Methods of Research .....	3
ELAD 510 Educational Administration I .....	3
COUN 559 Dynamics of Group Process .....	3
ELAD 540 Supervision I .....	3
II. Matriculation Interview with Coordinator	

III.	Required Courses .....	9
	CURR 530 Principles of Curriculum Development .....	3
	ELAD 520 Systems Analysis .....	3
	Approved Graduate Course in Social and Behavioral Sciences or Humanities .....	3
IV.	Specialization Courses .....	12-15
	ELAD 615 Field Experience in Administration and Supervision ...	3
	Electives to be selected after consultation with the advisor, and listed in the Master of Arts work program. They may be selected to satisfy certification requirements. Certain courses outside the School may be selected. A concentration in Media or Educational Research and Evaluation is possible with Supervisor's Program.	
V.	Comprehensive Examination	

Minimum semester hours: 33-36

## ADVANCED GRADUATE STUDY IN ADMINISTRATION AND SUPERVISION

Students holding a Master of Arts degree and New Jersey certificate for Principal, who wish to continue planned graduate study of thirty additional semester hours, will be required to meet all matriculation requirements for admission to the Master of Arts program in Administration and Supervision, and make a satisfactory grade on a comprehensive examination covering the field. Such a program will need to be approved by a faculty advisor so as to meet the professional goals of the student, including certification for the School Administrator's Certificate (Superintendent of Schools) in New Jersey.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ADMINISTRATION AND SUPERVISION-CONCENTRATION FOR EDUCATOR/TRAINER

### (Training Personnel)

This program provides solid scholastic foundations with close observation of the applications and implementation of theoretical principles. Graduates will serve as supervisors of trainers in corporate management, basic skill training in industry, civil service training, library/museums, health services, banks, research project management, and human resource management.

Graduates of this program will learn to:

1. Develop a personal philosophy of organizational training consistent with the related theories of adult learning and human development.
2. Develop effective leadership skills in educational training programs.
3. Analyze organizations and plan programs and strategies for increased effectiveness.
4. Develop techniques for interpersonal and group problem solving and decision-making.
5. Develop skills in managing change and conflict.



6. Interpret research findings and design and implement research techniques to their organizational needs.

## PROGRAM REQUIREMENTS

	Semester Hours
I. Core Courses .....	12
ELRS 503 Methods of Research .....	3
COUN 559 Dynamics of Group Process .....	3
ELAD 509 Administration of Education and Training Programs ...	3
ELAD 542 Supervisory Skills for Education and Training Personnel .....	3
II. Matriculation Interview with Coordinator	
III. Required Courses .....	9
ELAD 531 Program Planning and Development .....	3
Approved Psychology Course .....	3
Graduate Course in Testing or Approved Elective .....	3
IV. Specialization Courses .....	15
ELAD 628 Field Experience or Internship .....	3 or 6
Electives in major field approved by advisor .....	12 or 9
V. Comprehensive Examination	
Minimum Semester Hours: 36	

A student must apply for deferred matriculation before completing six semester hours of course work in any of the programs offered by this department.

Final action on full matriculation is based on requirements of the Office of Graduate Studies, the Department and any special individual requirements assigned to the student by the department's advisor/program coordinator.

## COUNSELING, HUMAN DEVELOPMENT AND EDUCATIONAL LEADERSHIP

Course Descriptions	Semester Hours
<b>COUN 557 TECHNIQUES AND EXERCISES IN GROUP DYNAMICS</b>	<b>3</b>
A structured experiential course: participating in and evaluating activities and exercises of individuals who work with small groups. Students will modify old designs and create new ones as they compile their own ideas, forms and exercises. <i>Prerequisite: COUN 559 or equivalent course, instructor's permission.</i>	
<b>COUN 558 CONSULTATION IN ORGANIZATIONAL DEVELOPMENT</b>	<b>3</b>

A laboratory based course which focuses on the role of the organizational consultant. Emphasis on planning, providing help and evaluating activities. Diagnostic and behavioral skills to aid individuals and groups within organizations will be developed. Designed for those considering consultation work in business, industry, government, penology, education and community organizations.  
*Prerequisite: COUN 599 and 568, or instructor's permission.*

**COUN 559 DYNAMICS OF GROUP PROCESS****1-3**

A laboratory-based course for the development of group skills and understandings. Focus is on experimental learning and personal growth. Readings in human interaction theory will be related to actual group participation.

**COUN 560 MEDICAL PROBLEMS IN EDUCATION****3**

In this course the role of the educator is studied in relation to the following subject areas: childhood, chronic and contagious diseases, nutritional problems, narcotics and psycho-socio-medical pathologies. The impact of health problems on the family, school and community is emphasized throughout. Required for certification in school social work.

**COUN 561 MARITAL AND FAMILY THERAPY****3**

This course focuses on the core concepts fundamental to an understanding of marital and family therapy. Emphasis is on a frame of reference for family therapy strategies and review of current research on family process and treatment. Course is intended for practitioners in the helping professions, including social workers, counselors, ministers, probation and parole officers, alcohol and drug counselors. *Prerequisites: Core courses and approval of instructor.*

**COUN 562 SOCIAL CASE WORK I****3**

This course examines the theory and practice of social casework. Focus is on developing casework techniques in interviewing, diagnostic skills and intervention modalities. Utilizing case studies from school settings and social agencies, critical examination of major casework methods are undertaken in terms of diagnosis and functioning and intervention appropriate for the social treatment of a client-child or adult. Emphasis is on school social work, the child study team, the broad range of learning and behavioral problems, the appropriate use of casework help, the relationship between theory and practice and developing beginning skills in transferring and using knowledge appropriate to problem situations in the school and community. Required for certification in school social work.

**COUN 563 SOCIAL CASEWORK II****3**

This course is a continuation of Social Casework I on a more advanced level. It entails critical examination of major social work methods in diagnosis, social functioning and relevant intervention techniques appropriate for the social treatment of individuals. Required for certification in school social work.

*Prerequisite: COUN 562 or equivalent course.*

**COUN 564 CASEWORK WITH CHILDREN****3**

This course examines casework intervention for youthful clients. Focus is on the scope and specific goals in treating children/adolescents experiencing problems associated with the life stages. Emphasis is on the treatment and prevention of drug and alcohol abuse and other self-destructive behaviors; dysfunctional families and problem children; and knowledge of theories and application of child and adolescent development.

*Prerequisite: COUN 562 or equivalent.*

**COUN 566 FIELD WORK-GROUP LEADERSHIP****3**

On-the-job training for group workers to sharpen diagnostic and behavioral skills. Students will join an ongoing task centered group either as a member or its leader and will make a problem diagnosis, procedural plan and a method of evaluation. In-progress and final reports will be discussed.

*Prerequisite: COUN 559 or instructor's permission.*

**COUN 567 RESEARCH SEMINAR IN GROUP PROCESSES 3**

Students develop, carryout and evaluate a research project in small group processes. They work singly or in groups to investigate the application of group work to their major fields of interest.

*Prerequisite: COUN 559.*

**COUN 568 THEORIES OF CONSULTATION 3**

Problems and current practices in small group interaction, social restructuring and cultural encounter. Survey of literature on the influence of interaction on small group behaviors, learning theories, leadership, decision making, social reconstruction, value conflict and perception of self and others.

**COUN 569 CASEWORK TREATMENT IN THE CONTEXT OF THE FAMILY 3**

Course is a study of objectives and characteristics of family treatment and the caseworker's use of self within the context of the family. Relevant concepts about the family as a social system, interactional processes, role structure and conflicts, individual psychodynamics and situational variables are examined in terms of family diagnosis and treatment techniques within the framework of the family as seen in the literature and practice.

*Prerequisites: COUN 562, 563, 570 or equivalent courses.*

**COUN 570 COUNSELING ADULTS 3**

This course is designed to identify the special needs of adults as they seek counseling. Special attention is given to the counseling needs of college students, adults returning to academic environs, women, minority groups, the handicapped, and other adults with special needs. Case studies, field visits, and supervised practice will be basic techniques employed.

*Prerequisite: COUN 577 or instructor's permission.*

**COUN 571 PEER COUNSELING 3**

An advanced course dealing with the concept and experience of peer counseling. The development, organization, implementation, and evaluation of peer counseling programs and activities. This course involves lectures, seminars, and laboratory experiences. In laboratory, students counsel each other. In seminar, they evaluate their peer counseling activities.

*Prerequisites: COUN 559, 577.*

**COUN 572 SELF-CRITIQUING FOR IMPROVED COUNSELING COMPETENCE 3**

Presentation of a theory and system for improving one-to-one counseling through a process of self-critiquing tape recorded interviews of counseling sessions conducted by course participants. Specific counseling behaviors are identified and examined and strategies are developed leading to the attainment of individual behavioral goals.

*Prerequisite: COUN 588 or equivalent course.*

**COUN 573 COUNSELING FOR CAREER MOBILITY 3**

Course designed for counselors, staff development administrators, personnel counselors, trainers, individuals involved in career planning and personal development for employees or clients in academia, social agencies, business/industry. Prepare professionals to use current appropriate counseling techniques in career areas. Focus on career awareness and the changing market, possibilities of vertical/horizontal career mobility, job re-entry/retraining, and learning skills to facilitate self-awareness in relation to the world of work.



**COUN 574 COUNSELING IN AN INDUSTRIAL SETTING: EMPLOYEE ASSISTANCE PROGRAM (EAP) 3**

Course focuses on counseling in the industrial/business environment; emphasis is on a frame of reference for intervention, assessment, diagnosis, treatment and referral. Reviews the history of employee assistance programs, discusses conceptual models, strategies and tactics of counselor intervention, clarifies other important issues related to organizational and employee needs. Differences between using resources in the work place and community agencies are explored.

*Prerequisites: Core courses or instructor's approval.*

**COUN 576 ACTION METHODS IN COUNSELING 3**

Course is designed to provide an opportunity for students to experience and to develop facility with counseling methods which will enable their clients to explore the roles that they play in their daily lives and to find new and more effective ways of expressing these roles. Through the use of action-oriented techniques, students will increase their spontaneity and will be freer to unfetter creativity in others.

**COUN 577 COUNSELING THEORIES 3**

Entails a comprehensive study of the major schools of thought in psychotherapies, existentialism, Rogerian psychology, rational and motive, and psychoanalysis, among others, are studied in the context of social work, counseling, and psychological practice. Emphasis is in helping prospective human service professionals in recognizing that different theories are effective not because of their unique elements, but because in practice they include the basic common elements of all theories.

**COUN 581 COMMUNITY RESOURCES 3**

This course deals with the various agencies, industries and institutions available in the surrounding communities for use in guiding and referring clients. In addition to becoming familiar with the location and nature of these facilities students learn the techniques for arranging client interviews and visits. Class discussion and personal research are supplemented by field trips.

*Prerequisite: COUN 577.*

**COUN 582 CAREER COUNSELING 3**

Covers the principles of career guidance, use of tests and interest inventories in career guidance, sources and usage of career information, theories of career development, counseling on how to find and hold a job, and placement activities. Also includes an introduction to career education. Students will visit industries and post-secondary training.

*Prerequisite: COUN 577.*

**COUN 583 EDUCATIONAL GUIDANCE 3**

This course is concerned with the facilities available for education after high-school graduation, the problem of further training for pupils leaving school before completing high school programs of alternative education, and the academic problems of students while in school. A brief survey of colleges and college admission procedures is made.

*Prerequisite: COUN 577.*

**COUN 584 GROUP COUNSELING: THEORY AND PRACTICE 3**

Course is designed to familiarize counselors, social workers, and other practitioners with the use of group counseling methods for the facilitation of personal growth; the treatment of social and emotional disorders and the socioemotional education and enrichment of the individual. Entails examination of the historical and cultural context for group methods. Emphasis on diagnosis, group membership, group process, relevant social, psychological and educational theories in group behavior, treatment and strategies.

**COUN 585 GROUP GUIDANCE AND COUNSELING ACTIVITIES 3**

This course places emphasis on the distinctions between guidance and counseling techniques and the appropriate group activities for each purpose.

*Prerequisite: COUN 577.*

**COUN 586 ELEMENTARY SCHOOL GUIDANCE SERVICES 3**

This course is designed for elementary and middle school teachers and counselors-in-training who are concerned with supportive services related to human growth and life planning as a developmental process for their students. Special attention is given to the identification of problem areas and referral services.

**COUN 587 ADMINISTRATION AND SUPERVISION OF GUIDANCE PROGRAMS 3**

Developing and administering programs of student registration, theory and techniques of scheduling, and supervisory responsibilities of the director of guidance. Coordinating guidance activities in a multi-school district or agency. Examination of current guidance practices; formation of proposals for improvement in programs where the student is working as a counselor and/or director.

*Prerequisite: COUN 577, 589 or equivalent course.*

**COUN 588 TECHNIQUES OF INTERVIEWING AND COUNSELING 3**

Included in this course are techniques applicable to the interviewing and counseling of individuals and small groups. Directive as well as client-centered approaches are utilized. Specific attention is given to techniques such as role-playing, case studies, and audio/video tape feedback.

*Prerequisite: COUN 577.*

**COUN 589 STUDENT PERSONNEL SERVICES IN HIGHER EDUCATION 3**

The course is a study of the student personnel functions in two-year and four-year colleges. The areas to be included are: personal counseling, financial aid, dormitory management, health programs, student activities and social programs; course selection, job placement, college admission and academic retention, administration and supervision of the program.

**COUN 590 COUNSELING THE ALCOHOLIC 3**

Course entails a comprehensive survey of concepts and complexities generic to alcohol-related dysfunctions. Investigates contemporary counseling theories and practices compatible with the pathology. Emphasis is helping prospective human service professionals develop diagnostic, attitudinal, and behavioral skills germane to case discovery and intervention.



**COUN 591 SEMINAR IN ALCOHOLISM COUNSELING 3**

Methods for selection of treatment modalities for the alcoholic client will be studied along with typical behavior patterns of alcoholics. Major counseling theories will be reviewed in terms of what they offer to recovering alcoholics. Counseling fieldwork in an alcoholism treatment center will be required of each student.

*Prerequisite: COUN 590.*

**COUN 595 MULTI-CULTURAL COUNSELING 3**

Students will examine the concept of culture; consider their own values; analyze American middle class norms and their relationship to the counseling profession; and study diverse multi-cultural viewpoints with a close look at certain specific populations. The perspective will be one of sociology/anthropology joined to the psychological/counseling approach.

**COUN 601 WORKSHOP IN EDUCATION GUIDANCE 3**

Students will be exposed to experiences designed to reinforce previous leadership and membership skills. They will have the opportunity to develop, carry out and evaluate a project concerned with small groups. Students may work singly or in groups to carry out their project designs.

**COUN 640 THE MENTALLY IMPAIRED AND  
CHEMICALLY ADDICTED CLIENT 3**

Provides concentrated study of a difficult substance abuse treatment population. Emphasized major theoretical issues drawn from recent research and clinical developments; includes consideration of assessment, treatment and after care perspectives, utilizing current approaches and specific techniques.

*Prerequisites: COUN 450 and COUN 590.*

**COUN 650 RESEARCH SEMINAR AND THESIS WRITING 3**

This course may be substituted for the Comprehensive Exam. It is available on a year-long basis, with an Incomplete granted at the end of the first semester to allow students the full year stipulated to complete a thesis. Students must follow the MSC Thesis Guidelines which may be obtained from the Graduate Studies Office and consult their department advisor before beginning the process.

**COUN 651 STRATEGIES IN GERONTOLOGICAL  
COUNSELING 3**

This course provides perspectives on gerontological counseling. Emphasis is on the physical, psychological and social factors as they influence treatment planning, strategies and techniques of counseling.

*Prerequisites: COUN 577, 588.*

**COUN 652 COUNSELING THE FAMILY 3**

The course provides the opportunity for students to gain practical experience in leading family counseling sessions. Students will be expected to lead these groups with staff members and be available to assist in all learning endeavors.

*Prerequisites: COUN 559, 570, 577, majors only, instructor's permission.*

**COUN 654 SUPERVISED FIELD WORK IN COUNSELING 3**

This course requires that students participate in field placements appropriate to their specialization of training. Students will observe/participate in activities at the site to which they are assigned; write detailed accounts of their observations and experiences; and attend regularly scheduled seminars.

*Prerequisites: 21 semester hours in master's degree program, permission of field-work coordinator.*



**COUN 656 PRACTICUM: GROUP COUNSELING 3**

An advanced course for those practicing group leaders who wish to enhance their group leading skills. The students will meet and discuss their concerns and experiences. In this way they will be able to reinforce their present beliefs; have an opportunity to explore other's values and evolve alternative ways of working with groups.

*Prerequisites: 21 semester hours in master's degree program and permission of fieldwork coordinator.*

**COUN 661 GROUP DEVELOPMENT LABORATORY I 3**

Seminar experiences as a core for advanced study in organizational leadership. Group participation and periodic opportunities to examine the problems of a group and the effects of individual behaviors in group development. Methods of applying this experience to the improvement of communication in client organizations.

*Prerequisites: COUN 559 or equivalent course, instructor's permission.*

**COUN 662 GROUP DEVELOPMENT LABORATORY II 3**

Seminar experience as a core for advanced study in organizational leadership. Group participation and periodic opportunities to examine the problems of a group and effects of individual behaviors in group development. Methods of applying this experience to the improvement of communication in client organizations.

*Prerequisites: COUN 559, 661 or instructor's permission.*

**COUN 663 GROUP LABORATORY DESIGN 3**

This course will focus on the translation of client needs into designs for programs of experiential and cognitive learning opportunities. Students will study models of programs which have been used for colleges, schools, businesses, and other organizations. They will then discuss the theoretical aspects involved and participate in the planning, carrying out, and evaluation of current laboratories, workshops, and conferences.

*Prerequisite: COUN 559.*

**COUN 664 INDEPENDENT STUDY 1-3**

An opportunity to study in depth areas of human services which are not offered in the regular curriculum, under the direction of department faculty member. Semester hours determined by the department chair following consultation with departmental research committee. Advanced individual study on problems beyond what can be accomplished in the classroom. Credit may be obtained for an approved course or seminar related to the student's special area of interest.

*Prerequisites: ELRS 503 Methods of Research, chairperson's permission.*

**COUN 666 ETHICAL AND LEGAL ISSUES IN COUNSELING 3**

This course will include a study of ethical theory in relation to legal and moral issues in counseling. Conflicts and value problems will be looked at. Ethical principles and specific cases facing counselor will be included. Specific problems in thinking and counseling strategies as well as marketing of services and conduct of individual counselors will be studied.

*Prerequisite: COUN 577, or instructor's permission.*

**COUN 671 THE USE OF SELF-HELP PROCEDURES IN COUNSELING 3**

This course provides students with the opportunity to review, in a laboratory setting, the vast array of self-help materials and procedures available to the general public. Through experiential application, students will become familiar with step-by-step procedures, appropriate application and evaluation of self-help materials in the counseling process.

*Prerequisites: COUN 577, 588, instructor's permission.*

**COUN 672 COUNSELING THE AGING 3**

This course deals with the long-range preventive counseling and crisis intervention in critical stages of the aging process. Covered are such topics as: job change, economic upheaval, sexuality, changing family structure, chronic illness, death and dying.

*Prerequisite: At least 1 year counseling experience or department chairperson's permission.*

**COUN 673 COUNSELING FOR SEX EQUALITY 3**

This course is designed to help student become more aware of the overt and more subtle aspects of sex inequality in our culture; the need for individual and group counseling strategies to overcome sex bias; and the development of counseling skills needed to implement these strategies.

**COUN 674 SUPERVISED FIELDWORK IN COUNSELING II 3**

This course requires that students participate in field placements appropriate to their specialization of training. Students will observe/participate in activities at the site to which they are assigned; write detailed accounts of their observations and experiences; and attend regularly scheduled seminars.

*Prerequisites: COUN 654 and permission of fieldwork coordinator.*

**COUN 676 PRACTICUM: GROUP COUNSELING II 3**

An advanced course for those practicing group leaders who wish to enhance their group leading skills. The students will meet and discuss their concerns and experiences. In this way they will be able to reinforce their present beliefs; have an opportunity to explore others' values and evolve alternative ways of working with groups.

*Prerequisites: COUN 656 and permission of fieldwork coordinator.*

**COUN 682 SEMINAR IN ADVANCED CAREER GUIDANCE 3**

This seminar offers participants an in-depth exposure to such topics as latest sources and methods of utilizing career information, use of tests in career guidance, and theories of career development and their application in counseling, and developments in career education as they apply to counselors.

*Prerequisite: COUN 582 or equivalent course, or instructor's permission.*

**ELAD 509 ADMINISTRATION OF EDUCATION AND TRAINING PROGRAMS 3**

This course prepares the present or prospective administrator to manage an education or training program in a non-school setting. Administrative theory, organizational functions, personnel and staff requirements as well as program design and development will be examined and studied. The course is designed for the educational administrator in both public and nonpublic agencies as well as in profit-making or non-profit organizations.

*Prerequisite: One and one-half years of work experience.*

**ELAD 510 EDUCATIONAL ADMINISTRATION I 3**

Nature and dynamics of organizations from the viewpoints of social and behavioral sciences. Leadership, decision-making, conflict resolution and other theories considered in the educational setting. Impact of environmental and personal forces on organizational behavior.

*Prerequisite: One and one-half years of successful teaching under certification.*

**ELAD 512 ADMINISTRATION OF ELEMENTARY SCHOOLS 3**

Educational leadership required for effective elementary school organization and administration. Changing role of the principal, relationships with staff and students and current principles, practices and techniques with regard to scheduling, staff utilization, plant operation, student activities and school community relations.

*Prerequisite: ELAD 510 Educational Administration I*

**ELAD 513 SECONDARY SCHOOL ADMINISTRATION 3**

Special administration problems of the junior and senior high school. Recruitment of staff; scheduling of teachers, organization and school morale, and recent experiments of organizational structure. Supervision of instruction as a major function of administration. Current demands of adults in the community. How the secondary school operates in relation to the elementary school and higher education to help design education as a continuous process. Students write a paper on a special administrative problem.

*Prerequisite: ELAD 510.*

**ELAD 520 SYSTEMS ANALYSIS IN EDUCATION AND TRAINING 3**

Latest techniques in operations research for educational purposes. Systems analysis techniques studied and utilized by student in an instructional, curriculum or administrative mode. Simulation techniques in classroom-oriented activities.

*Prerequisite: ELAD 510 and CURR 530.*

**ELAD 521 EDUCATION LAW 3**

Legal-theory, practical politics, relationship of school district organization to other units of government, appellate function of the state Commissioner of Education and the state Board of Education, New Jersey school laws (Title 18A of the revised statutes) and rules and regulation of the state board of education and their decisions. New Jersey school legal structure compared with that of other states.

**ELAD 522 USE OF COMPUTERS IN EDUCATIONAL ADMINISTRATION 3**

This introductory course provides for the school administrator an overview of the computer, its development and applications in education, and the nature of the computer operational requirements in an educational organization. Also included will be the elements of an educational management information system (EMIS), computer staff supervision, and use of computers in such areas as testing, record keeping, attendance and report preparation.

*Prerequisite: ELAD 510.*

**ELAD 526 SCHOOL BUSINESS ADMINISTRATION 3**

Role of school business administration in the public school. Various functions, structures and techniques of operation. Simulation techniques utilized to construct both a traditional and PPBS budget.

*Prerequisite: ELAD 510.*



**ELAD 528 FINANCIAL MANAGEMENT FOR EDUCATION AND TRAINING PERSONNEL 3**

This course provides an introduction to budgets systems, financial management, general accounting procedures, and the process of reporting for training personnel. Also included will be discussions of the development of financial reports related to training, as well as experience in the use of cost-benefit analysis techniques. Financial terminology will be included in the overall course development.

**ELAD 531 PROGRAM PLANNING AND DEVELOPMENT 3**

This course provides education and training personnel with experience in the principles and techniques of designing training programs in the organizational setting. Special attention will be placed on organizational needs analysis and program development in skills areas and staff development. Students will design a total program and individual lessons for education and training efforts in a variety of simulated settings.

*Prerequisite: One and one-half years of work experience.*

**ELAD 540 SUPERVISION I 3**

School personnel as principals, coordinators and department and subject area supervisors in elementary and secondary schools. Contribution of supervisors in instruction and in supporting the professional work of classroom teachers.

*Prerequisites: Two years of teaching experience and ELAD 510.*

**ELAD 542 SUPERVISORY SKILLS FOR EDUCATION AND TRAINING PERSONNEL 3**

This course provides the present and prospective education and training supervisor in a public or non-public, profit or non-profit setting with instruction in course/program assessment, personnel selection procedures, staff evaluation processes, and material/equipment procurement. Also included is training manual development and use.

*Prerequisite: ELAD 509.*

**ELAD 543 THE CLINICAL SUPERVISOR 3**

Role of the supervisor in implementing clinical supervisory practices. Simulation techniques utilized to develop observation and conference techniques as well as the development of professional improvement plans.

*Prerequisites: ELAD 510, ELAD 540.*

**ELAD 545 LEADERSHIP SKILLS IN COMMUNICATION FOR THE EDUCATOR/TRAINER 3**

This course provides experience in basic leadership skills for the educator/trainer: communication skills, report writing skills, listening skills, and presentation skills, students will prepare actual reports, presentations, and reactions, verbal and/or written, to problem situations. Audio and video taping of individual skills presentation of simulated situations will be an important component of the course. Increasing training and supervisory effectiveness through the improvement of communication skills will be the major focus of this course.

**ELAD 615 SUPERVISED FIELD EXPERIENCE IN  
ADMINISTRATION AND SUPERVISION**

**3-6**

Students are assigned work within an educational agency, operating at the level and in the domain of their professional specialty. They work under an established administrator on some limited function of the position, approved through mutual agreement among the student, the administrator and the college supervisor. This experience is not to be construed as an internship, as it will not encompass the total job description of the administrator. A written report on the activity or research paper will be approved by the administrator and presented to the college supervisor, who will evaluate the total experience.

*Prerequisite: Permission of a graduate advisor. Graduate program matriculation required.*

**ELAD 616 INTERNSHIP IN EDUCATIONAL  
ADMINISTRATION**

**6**

Full semester assignment of guided work within an educational institution's administrative office. Sixth year students are eligible to choose this internship plan, but it is advised that arrangements be made for released time, at least one half time, if the internship is to be carried on in an institution where student is employed. The experience is planned to include a wide variety of administrative experiences such as locating and interviewing candidates for position, scheduling, inservice professional development, special committee leadership, projects that influence curriculum building arrangements and budgets. The sixth year student may be required to take ELAD 610 or 611 for three additional semester hours during this internship. In all cases, students will complete the research project as a part of the internship assignment.

*Prerequisite: Open only to matriculated students. Graduate advisor's permission.*

**ELAD 618 INDEPENDENT STUDY IN EDUCATIONAL  
ADMINISTRATION AND SUPERVISION**

**1-3**

Individual pursuit of a research topic in the area of administration or supervision, culminating in a written document of scholarly proportion and integrity. Arrangements for this course should be made with department chairperson or advisor.

*Prerequisites: Open only to advanced matriculated students in programs, with permission of department chairperson.*

**ELAD 619 SEMINAR IN ADMINISTRATION,  
SUPERVISION AND CURRICULUM**

**3**

Intensive study of administrative and supervisory problems suggested by educational events and trends of the year. Each student does an individual piece of research which is reported to the class. This represents advanced work which depends upon previous study or experience in educational administration or supervision.

*Prerequisite: Permission of graduate advisor.*

**ELAD 621 SCHOOL PLANT PLANNING**

**3**

The relationship between educational facilities and educational programs. Site selection, development of educational specifications, the physical environment, selection of equipment, programming of various facilities based on curricula and community needs. Group visits to exemplary educational facilities.

*Prerequisite: ELAD 510.*

**ELAD 622 SCHOOL FINANCE 3**

Current economic environment; state, local and federal taxation; state school aid theory and practice; school district indebtedness; statutory school budget and fiscal controls; various cost-quality instruments and role of school fiscal structure in relation to local, state and federal governments.

*Prerequisite: ELAD 510 and 521.*

**ELAD 628 FIELD EXPERIENCE IN ADMINISTRATION AND SUPERVISION FOR EDUCATORS/ TRAINERS 3 or 6**

Students are assigned to a particular office, under guidance of a supervisor, to carry out certain functions of the position. A college staff member acts as coordinator and supervisor by visiting site and consulting with student, observing him in action; plans with site supervisor for improvement and evaluation of student's work.

**ELAD 629 ACCOUNTING, AUDITING, AND REPORTING FOR SCHOOL SYSTEMS 3**

The course will provide students with the knowledge and skills required to initiate and maintain a school district's accounting, auditing, and reporting program. Emphasis is placed on the terminology and processes required to insure local school district financial accountability. New Jersey operational requirements will be stressed.

*Prerequisites: ELAD 521, 526.*

**ELAD 643 STAFF PERSONNEL ADMINISTRATION AND SUPERVISION 3**

Personnel practices and problems in current school situations. Roles of policy-making bodies, the public, professionals, para-professionals and general staff in recruitment, selection, retention and evaluation of staff.

*Prerequisites: ELAD 510 and 540.*

**ELAD 670 SELECTED TOPICS IN EDUCATIONAL ADMINISTRATION/SUPERVISION 1-3**

Emphasis on in-service education for practicing administrators and or supervisors. Topics will vary in accordance with needs, concerns, or requests of school districts or professional organizations desiring service. Current problems are given priority. Credits to be dependent upon number of hours workshops and/or seminars are in session.

*Prerequisite: For practicing administrator or supervisors only.*



# CURRICULUM AND TEACHING

*Chairperson: Dr. Susie B. Boyce*

## MASTER OF ARTS IN TEACHING (MAT)

*MAT Coordinator: Dr. Susie B. Boyce*

*Graduate Advisor MAT: Dr. Susie B. Boyce*

Students with a baccalaureate degree and interest in teaching may earn the Master of Arts in Teaching (MAT) and a Teaching Certificate simultaneously.

A concentration in the Teaching of Middle School Philosophy is also available within the MAT program.

The regular program is open to students with undergraduate backgrounds equivalent to a teaching field in one of the following areas: fine arts, business education (bookkeeping and accounting, distributive education, general business education, secretarial studies), English, foreign languages (French, Spanish), home economics, industrial technology and education, mathematics, music, health and/or physical education, science, social sciences, TESL (Teaching of English as a Second Language), teacher of the handicapped, and theatre. Additional undergraduate course work in the student's teaching field may be required to meet certification standards. Students with an undergraduate liberal arts major may pursue elementary education (emphasis in early childhood education).

Upon successful completion of the program, and successful passing of the National Teachers Examination in the appropriate area as required by the state of New Jersey, the student will be recommended to the New Jersey Department of Education for a Teaching Certificate. Students interested in teaching elsewhere should seek information from the appropriate state authorities; requirements are generally similar.

**Note:** Certification requirements are subject to change (see Teacher Certification, Post-Baccalaureate, Post-Master of Arts Programs in this catalog).

## ADMISSION REQUIREMENTS

In addition to the general requirements for admission and matriculation for the master's degree, the applicant must file a separate application to the Teacher Education Program by contacting the graduate advisor in the School of Professional Studies. Admission to the College cannot be considered admission to Teacher Education.

Criteria considered for admission are:

1. Three recommendations, two of which are from college faculty or school administrators.
2. Verification of demonstrated competence in speech by the department of Broadcasting, Speech Communication, Dance and Theatre.
3. Cumulative undergraduate grade point average of at least 2.67 and a qualifying score on the aptitude section of the Graduate Record Examination. For those whose native language is other than English, the TOEFL Examination may be substituted.

4. Evidence of active interest in community affairs and teaching.
5. Clearance by the Student Personnel Division (For MSC BA/BS graduates only).
6. Endorsement of the Teacher Admissions Committee (of the teaching field department and also of the Department of Curriculum and Teaching).

### Advisement

Students may seek preliminary advisement from the coordinator. Upon acceptance, the MAT advisor will develop a formal program of course work with a departmental (teaching field) advisor. Students should continue to consult with the MAT advisor every semester after acceptance.

## REQUIREMENTS FOR THE MASTER OF ARTS IN TEACHING (MAT) DEGREE

			Semester Hours
I.	Professional Sequence		
A.	Prerequisites: The following courses must be taken unless the student can fulfill the prerequisites on the basis of undergraduate credits or allowable graduate courses.		
	PSYC	101 General Psychology I, Growth and Development ... 3 (undergraduate credit only)	
	PSYC	200 Educational Psychology ..... 3 (undergraduate credit only)	
	CURR	200 Initial Field Experience in Education* ..... 1	
	READ	407 Reading: Theory and Process ..... 3	
	READ	408 Reading: The Content Areas ..... 3	
	CURR	410 Intermediate Field Experience in Education or equivalent ..... 1	
	All students must also satisfy the course requirements in the Human and Intercultural Relations area.		
B.	Required Courses ..... 11		
		Departmental Methods Course ..... 3	
	CURR	400 Teacher, School and Society ..... 3	
	EDFD	520 Development of Educational Thought ..... 3	
	CURR	435 Effective Teaching/Productive Learning* ..... 2	

II.	Education Sequence .....	12
A.		
	COUN 559 Dynamics of Group Processes .....	3
	ELRS 503 Methods of Research .....	3
B.	Other education electives .....	6
III.	Teaching Discipline Courses .....	6-9
	Graduate courses in the teaching discipline which are required by the certificate or serve other needs and interests of the students are selected with approval of the Graduate Advisor.	
IV.	Cultural Electives .....	3-6
	With approval of the advisor, the student selects courses to extend or broaden his general education.	
	<b>Note:</b> Areas III and IV must total at least 12 credits.	
V.	Field Experience (Practicum) .....	10
	CURR 411 Supervised Student Teaching .....	8
	CURR 402 Seminar in Professional Education .....	1
	CURR 401 Senior Field Experience .....	1
	Minimum: 45 semester hours	

**Note:**

The program requires a comprehensive examination. This requirement may be completed in conjunction with a three credit course (CURR 600 MAT Seminar Related Instructional Thought and Practices) designed to prepare candidates for the examination. See Graduate Advisor for information.

If, in the opinion of the Dean of the School, the student has essentially achieved the objectives of part of the program, that portion of the requirements may be waived. However, the number of graduate credits may not be reduced below 32, and other requirements of the College still apply.

*\* Effective for students entering after September 1, 1986.*

## MASTER OF ARTS IN TEACHING, CONCENTRATION IN TEACHING MIDDLE SCHOOL PHILOSOPHY

*Director of the Institute for the Advancement  
of Philosophy for Children (IAPC): Dr. Matthew Lipman  
Director of IAPC Graduate Programs,  
Graduate Advisor: Dr. Ann Margaret Sharp*

The master's program in philosophy for children is designed for candidates who have a liberal arts degree or its equivalent. In view of the growing awareness of the importance of reasoning to the educational process, and in view of the high regard in which the philosophy for children program has come to be held by educators internationally, proficiency in teaching children philosophy, as attested by this degree, will strongly recommend such individuals to elementary and secondary schools seeking teachers with proficiency in improving students' cognitive skills.



Students attend four semesters of which the first and final are summer residential sessions held off campus in a community setting. Students take 36 credits in philosophy for children, educational psychology, and sociological theory. An additional ten credits enables the student to acquire actual classroom experience teaching philosophy to children under supervision in local public schools and to analyze their teaching experience under the guidance of the professional staff.

Since the inception of this program in 1981, candidates from many foreign nations have participated in addition to students from various parts of the United States. Many of these students already held a master's degree in Philosophy before entering into this program. Among those who have successfully completed the program, some have gone on to Ph.D. programs in various universities, including the new Ph.D. Program in Philosophy for Children at Southern Illinois University; some have become Philosophy for Children coordinators in school districts; and some have become classroom teachers.

### **Certification**

Candidates may, if they choose, opt for K-12 certification in a discipline other than philosophy since philosophy is not a certifiable discipline in most states. Before beginning the degree program, the student who chooses this option should identify the discipline in which certification is to be requested upon consultation with the graduate advisor. It is the student's responsibility to contact the departmental certification advisor in that discipline to determine which courses the student will need to take in addition to the 46 graduate-credit program in philosophy for children. There is no reason why these courses could not be taken in advance of the student's residence at Montclair State. The student will also be responsible for designing a work program with the director of the IAPC graduate programs, which will secure the approval of the certifying officer of the College, the Dean of the School of Professional Studies.

### **Admission Requirements**

Students should have a strong background in the liberal arts, with at least 15 undergraduate credits in traditional philosophy and 6 credits in psychology. Courses in the history of philosophy and logic are particularly desirable. Also required are an overall average of 3.00 in undergraduate work, Graduate Record Examination or Miller Analogies Test scores, and an interview. (The examination scores are waived in the case of individuals already holding a master's degree.)

### **Examinations**

All candidates for the degree must pass the IAPC comprehensive examination given each year at the end of the summer terminal session. Application for this examination must be made in writing to the Office of Graduate Studies by March 1st of the year in which the examination is to be taken. Candidates are examined in the teaching of reasoning, inquiry and concept formation skills, and in the relationship between the history of ideas and philosophy for children.

# REQUIREMENTS FOR THE MASTER OF ARTS IN TEACHING, CONCENTRATION IN TEACHING MIDDLE SCHOOL PHILOSOPHY

Summer (one month off-campus residential session)

**Semester  
Hours**

PHLC	510	Teaching Philosophical Reasoning I & II .....	6
PHLC	511	Teaching Philosophical Reasoning III .....	3

Fall

CURR	400	Teacher, School and Society .....	3
CURR	401	Senior Field Experience .....	1
CURR	414	In-service Supervised Teaching I .....	4
CURR	521	Seminar: Problems of a Classroom Teacher .....	1
EDFD	521	Contemporary Educational Thought .....	3
PHLC	512	Value Inquiry .....	3

Spring

CURR	415	In-service Supervised Teaching II .....	4
EDFD	581	Foundations of Reflective Education .....	3
PHLC	513	Social Inquiry .....	3
PSYC	560	Advanced Educational Psychology .....	3
SOCI	560	Sociological Theory .....	3

Summer (one month, off-campus residential session)

PHLC	614	Scientific Reasoning .....	3
PHLC	615	Foundations of Philosophy for Children .....	3

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## COMPREHENSIVE EXAMINATION

### MASTER OF EDUCATION (M. Ed.) AN INTERDISCIPLINARY DEGREE FOR CLASSROOM TEACHERS

*M.Ed Administrator and Coordinator: Dr. Catherine Becker*

*Graduate Advisor: Dr. Catherine Becker*

The Master of Education degree housed in the department of Curriculum and Teaching is designed to provide teachers with the knowledge, skills and competencies that will improve their performance in the classroom while broadening their awareness of professional issues and concerns. It is a program that is consciously designed for the mature student, drawing on recent research in the fields of adult learning, cognitive development and teacher effectiveness. In addition there is a clearly defined field-based component which ensures that participating students put into practice what is learned in the program.

## Admission Requirements

Admission to the program is limited to active, certified teachers. Students must demonstrate required GRE and NTE scores and a basic undergraduate grade point average of 3.0, although special consideration will be extended to tenured teachers who otherwise demonstrate they are capable of completing the program. Matriculation is a two-step process. Students must demonstrate a "B" or better average in Phase I coursework for full matriculation. Persons interested in the program may secure information from Dr. Catherine Becker, Chapin Hall, Room 215.

## REQUIREMENTS FOR THE M.Ed. DEGREE

			Semester Hours
<b>PHASE I</b>			
CURR	530	Principles of Curriculum Development	3
ELRS	580	Learning: Process and Measurement	3
EDFD	521	Contemporary Educational Thought	3
EDFD	541	The School as a Social System	3
TOTAL PHASE I .....			12
<b>TRANSITION I</b>			
COUN	559	Dynamics of Group Process	2
CURR	609	Transitional Seminar I	1
TOTAL TRANSITION I .....			3
CUMULATIVE TOTAL .....			15
<b>PHASE II</b>			
ELRS	503	Methods of Research	3
CURR	654, 655	Professional Development Modules I, II	4-8
		Specialization Courses	3-6
TOTAL PHASE II .....			10-17
CUMULATIVE TOTAL .....			25-32
<b>TRANSITION II</b>			
CURR	651	Transitional Seminar II	1
CUMULATIVE TOTAL .....			26-33
<b>PHASE III</b>			
CURR	534	Strategies for Curriculum Change	3
CURR	670	Culminating Activity	5
		Specialization Courses	2-6
TOTAL PHASE III .....			10-14
CUMULATIVE TOTAL .....			36-47



# CURRICULUM AND TEACHING

## Course Descriptions

## Semester Hours

### **CURR 500 FIELDWORK IN EDUCATION**

**1 – 3**

This field course will expose adult students to the theoretical underpinnings of social and learning behaviors of students in public schools and the professional behaviors of teachers in the context of classrooms. Coupled with theory will be actual experiences in appropriate settings designed to provide the adult students opportunities to reflect upon, to plan for, to interact with, and to evaluate the full range of teacher activities and students activities in classroom settings.

*Prerequisite: Students must be admitted to either the post-B.A. certification or MAT programs.*

### **CURR 522 INNOVATIONS IN TEACHING**

**3**

New media and strategies, novel teaching rules, individualized instructional programs, classroom group dynamics and experimental school organizations. Team teaching utilized where feasible. The student prepares an innovation proposal.

*Prerequisite: At least one year of teaching experience.*

### **CURR 523 EDUCATION IN THE INNER CITY**

**3**

The urban school through the eyes of city youngsters, teachers and other educational personnel. Influences of social and economic forces: poverty, family patterns, ghetto mores, urban unrest, emergent minority leadership, school funding patterns, community agencies and school traditions. Evaluation of federal and other projects, innovative teaching and local action. Student prepares a proposal for improvement of an urban school situation.

### **CURR 530 PRINCIPLES OF CURRICULUM DEVELOPMENT**

**3**

Philosophic, social and economic forces in our society that have determined and will determine the pattern of curriculum in American education in the American public schools from K-12 grades. Accepted manner of designing such curricula and professional bodies and individuals who play leading roles in the process of curriculum design. Connection of community interest and power structures in society which are related to the professional decisions.

*Prerequisite: 1½ years teaching experience.*

### **CURR 534 STRATEGIES FOR CURRICULUM CHANGE**

**3**

Principles and concepts from sociology, social psychology, educational administration and curriculum applied to education. Opportunity to develop change strategies for particular field settings.

*Prerequisite: One and one-half years of successful teaching experience under certification.*

### **CURR 537 THE STUDY OF TEACHING AND CURRICULUM**

**3**

The teaching process, the varieties of teaching models and metaphors, underlying philosophical considerations and the relationship between teaching and learning outcomes.

*Prerequisite: Three years of teaching experience.*

**CURR 538 DISCIPLINE AND GROUP MANAGEMENT IN THE CLASSROOM 3**

Course designed to enable teachers to more effectively manage classroom behavioral problems. Classroom management will be examined as distinct from and requisite for effective instruction. Several unified managerial approaches will be studied. Course will culminate with opportunities to practice the selection and application of specific managerial techniques to a range of simulated classroom situations.

*Prerequisite: Course in Educational Psychology.*

**CURR 545 THEORY AND PRACTICE OF TEACHING THE BILINGUAL CHILD 3**

Methodology, and teaching the bilingual student in content areas, i.e., social studies, language arts, mathematics and science. Special emphasis is given to the evaluation of methodology, and to instructional materials available for bilingual students. Attention will also be given to the study of operational programs with (as far as practicable) visitation and observation.

*Prerequisite: Required for bilingual certification.*

**CURR 550 MICROCOMPUTERS IN CURRICULUM AND CLASSROOM TEACHING 3**

The course is designed to develop in teachers skills and knowledge which will help them use computers in their teaching. The skill areas are those involving word processing, data base management, and test construction. The knowledge areas include software evaluation and methods of computer based instruction-tutorials, drill and practice, simulations, games and tests.

**CURR 600 M.A.T. SEMINAR: RELATING INSTRUCTIONAL THOUGHT AND PRACTICES 3**

Seminar course providing in-depth study of selected topics related to current classroom problems based on sound educational theory and practice. The comprehensive examination for the M.A. (major in teaching) will be based on this course.

*Prerequisite: Completion of 30 semester hours in M.A.T. program.*

**CURR 605 PRACTICUM IN TEACHING 5**

The student initiates and completes an independent study project within the fields of curriculum and instruction.

*Prerequisite: Approval of advisor.*

**CURR 609 TRANSITIONAL SEMINAR I 1**

This course provides participants with an opportunity to integrate major content of Phase I and set goals for remainder of program.

*Prerequisites: Phase I courses for M.Ed., matriculation in program (M.Ed.).*

**CURR 610 INDEPENDENT STUDY IN CURRICULUM AND TEACHING 1 - 3**

An opportunity for practicing teachers to develop and implement curricula under the guidance of curriculum development specialist. Student should discuss proposal with a faculty sponsor in the department of Curriculum and Teaching and secure permission prior to registration. Especially appropriate for teachers involved in "T&E" planning.

*Prerequisite: CURR 530 Principles of Curriculum Development.*

**CURR 635 RESEARCH SEMINAR IN CURRICULUM CONSTRUCTION 3**

Individual advanced work in curriculum construction. Admission upon approval of the instructor.

*Prerequisites: CURR 530 and 531, or 532, or 533.*

**CURR 651 TRANSITIONAL SEMINAR II 1**

Building upon the work of Transitional Seminar I, students design a plan for their culminating activity, which will be implemented as the final stage of the M.Ed. program.

*Prerequisites: All Phase I, Phase II and Transitional I courses for M.Ed. program.*

**CURR 654 PROFESSIONAL DEVELOPMENT MODULES I 4 – 8**

The Professional Development Modules provide an individualized learning experience for M.Ed. students through which they demonstrate and/or develop their competency in areas deemed critical for all effective teachers. The specific competency areas will change as research further enhances our understanding of teaching and learning. M.Ed. candidates must master the competencies required at the time they enroll in the course. Credit varies from 4–8 credits depending upon how long it takes to develop and demonstrate required mastery.

*Prerequisites: All Phase I courses, CURR 609, COUN 559, and ELRS 503.*

**CURR 655 PROFESSIONAL DEVELOPMENT MODULES II 4 – 8**

The Professional Development Modules provide an individualized learning experience for M.Ed. students through which they demonstrate and/or develop their competency in areas deemed critical for all effective teachers. The specific competency areas will change as research further enhances our understanding of teaching and learning. M.Ed. candidates must master the competencies required at the time they enroll in the course. Credit varies from 4–8 depending upon how long it takes to develop and demonstrate required mastery.

*Prerequisites: All Phase I courses, CURR 609, COUN 559, and ELRS 503.*

**CURR 670 CULMINATING ACTIVITY 5**

This is the final course of the M.Ed. program. Each teacher is responsible for implementing, at a field site, the activity he/she planned in Transitional Seminar II, and then evaluating and disseminating the results.

*Prerequisites: All Phase I, II and III courses and all Transition I and II courses.*

**INSTITUTE FOR THE ADVANCEMENT OF PHILOSOPHY FOR CHILDREN**

Course Descriptions		Semester Hours
<b>PHLC 510</b>	<b>TEACHING PHILOSOPHICAL REASONING I AND II</b>	<b>6</b>

This course aims to acquaint prospective teachers with reasoning skills that are employed in everyday conversation, reading, listening, and writing so as to prepare teachers to encourage children in the use of such skills. Course represents a range of inquiries which in traditional philosophy would be known as philosophy of language, metaphysics, aesthetics, ethics, philosophy of science, and epistemology. However, this content has been reconstructed to make it accessible to children.



**PHLC 511 TEACHING PHILOSOPHICAL REASONING III 3**

The aim of this course is to assist prospective teachers to operationalize reasoning skills and to utilize certain aspects of philosophy of language, aesthetics, and epistemology for the enhancement of writing skills.

*Prerequisite: PHLC 510.*

**PHLC 512 VALUE INQUIRY 3**

Prospective teachers are introduced to the techniques by which reasoning can deal with moral issues in the objective and impartial fashion known as ethical inquiry for children.

**PHLC 513 SOCIAL INQUIRY 3**

This course will enable prospective teachers who have already taken the foundational course in philosophy for children to teach children to apply basic reasoning skills to the social studies. The program, therefore, represents an integration of philosophy, logic and the social sciences. It is also a way of presenting the social studies as a discussion course in which the conceptual foundations of the behavioral sciences are reviewed and appraised.

*Prerequisites: PHLC 510, 511.*

**PHLC 614 SCIENTIFIC REASONING 3**

This course helps prospective teachers understand some of the ways in which thinking skills can be applied to basic concepts in the physical sciences. It, therefore, focuses upon the intersection between philosophy of science, scientific methodology, and educational research.

**PHLC 615 FOUNDATIONS OF PHILOSOPHY FOR CHILDREN 3**

Students will consider the domaine of children's reasoning. Attention will be given to children of elementary school years. Special attention will be given to problems of linguistic interaction and to identification of the educational and social factors responsible for philosophical understanding and cognitive performance of children.

## **EDUCATIONAL FOUNDATIONS**

*Chairperson: Dr. Thunder Haas*

The Department of Educational Foundations has the dual responsibility of serving and improving established educational programs while meeting new and critical needs of society through philosophic and sociological theory, and comparative study. In keeping with these professional responsibilities, the department offers foundations courses for the preparation and improvement of professional public school educators. In order to meet current specialized demands, the department offers an M.Ed. concentration in Critical Thinking.

# MASTER OF EDUCATION, CONCENTRATION IN CRITICAL THINKING

*Graduate Advisor: Dr. Wendy Oxman*

The Master of Education (M.Ed.), concentration in Critical Thinking is housed in the Department of Educational Foundations, School of Professional Studies at Montclair State, under the leadership of the Dean. The concept of critical thinking is used as a focal point for an analysis of schooling in America, the relationship between the schools and the broader social system, and the theoretical basis for pedagogical decisions. Recognizing the importance of improving classroom practice of teachers enrolled in the program, strong emphasis is placed on understanding the theoretical underpinnings of critical thinking from a philosophical, historical, social, and political perspective, and a consideration of the implications for classroom practice. Improvements in classroom practice of teachers enrolled in the program are developed from these implications.

## GOALS

- a. To develop an understanding of the philosophical, historical, social, and political origins of the concept of teaching for critical thinking and the implications for current school practice.
- b. To develop an understanding of the basic concepts and ideals that underlie critical thinking as a school goal.
- c. To develop an understanding of research and evaluation especially as they relate to the improvement of teaching.
- d. To strengthen teachers' existing curricular planning and pedagogical strategies so that critical thinking objectives can be achieved.
- e. To develop the ability to engage in a critical analysis of educational issues and the professional knowledge base of teachers.

## ADMISSION AND MATRICULATION

Admission to the M.Ed. program is limited to certified teachers. Applicants must demonstrate required GRE and NTE scores and a basic undergraduate GPA of 3.0, although special consideration will be extended to tenured teachers who otherwise demonstrate that they are capable of completing the program. An applicant who wishes to enroll in courses in the program prior to matriculation may be permitted to register for six credits by presenting proof of an undergraduate degree or teaching certification.

Graduation requirements are the completion of 39-48 semester hours as outlined, including a culminating activity.

# REQUIREMENTS FOR THE MASTER OF EDUCATION, CONCENTRATION IN CRITICAL THINKING

		Semester Hours
I.	<b>Core M.Ed. Courses</b> .....	<b>18</b>
	COUN 559 Dynamics of Group Process .....	1-3
	CURR 530 Principles of Curriculum Development .....	3
	CURR 534 Strategies for Curriculum Change .....	3
	EDFD 520 Development of Educational Thought .....	3
	EDFD 540 Social Forces and Education .....	3
	ELRS 503 Methods of Research .....	3
II.	<b>Concentration Required Courses</b> .....	<b>9-12</b>
	ELRS 550 Critical Thinking and Learning .....	3
	EDFD 548 Crucial Issues in American Education .....	3
	EDFD 670 Culminating Activity Project in Critical Thinking ....	1-6
	<b>Specialization Courses, selected from such courses as:</b> .....	<b>9</b>
	CURR 635 Research Seminar in Curriculum Construction .....	3
	ELRS 551 Critical Thinking and Moral Education .....	3
	ELRS 552 Critical Thinking and Political Forces in Education ....	3
	READ 507 Understanding Reading Comprehension .....	3
	READ 508 Critical Thinking and Literacy .....	3
	READ 600 Workshop in Contemporary Issues in Reading .....	1-3
	<b>Total Semester Hours:</b> .....	<b>18-21</b>
III.	<b>Content Field Courses:</b> .....	<b>3-9</b>
	In addition, students must complete 3-9 semester hours, as determined by an advisor, in content field(s), e.g., science, English, history, foreign language, etc. Courses are to be selected in consultation with the advisor.	
	<b>Total Semester Hours for M.Ed. with the concentration in Critical Thinking</b> .....	<b>37-48</b>

## EDUCATIONAL FOUNDATIONS

	Course Descriptions	Semester Hours
<b>EDFD 520</b>	<b>DEVELOPMENT OF EDUCATIONAL THOUGHT</b>	<b>3</b>
	Intensive study of philosophic assumption from classical to modern schools of thought as they relate to educational theory and practice. Realism, idealism, and naturalism with emphasis upon significant contributions from Plato, Aristotle, Epicurus, Locke, Rousseau, Aquinas and others will be analyzed in light of current issues.	
<b>EDFD 521</b>	<b>CONTEMPORARY EDUCATIONAL THOUGHT</b>	<b>3</b>
	Critical evaluation of schools of philosophy which have contributed to educational thought in modern times; pragmatism, progressivism, existentialism, perennialism, reconstructionism, and other. Current trends and problems; principles underlying educational theory and practice.	



**EDFD 522 PRAGMATISM IN EDUCATION 3**

An intensive study of the doctrines and principles developed in the writings of John Dewey and his followers, with special reference to critical issues in education today. Instruction into pragmatic thought through the writings of Dewey, Pierce, and James, and the implications of this philosophy studied through the works of Kilpatrick, Counts, Bode, Childs, Bramald, and others.

**EDFD 523 EXISTENTIALISM IN EDUCATION 3**

Existential motifs in Sartre, Kierkegaard, Nietzsche, Heidegger, Buber and Camus with emphasis on the implications for educational aims, curricula, methods and values. Works of Morris, Kneller, Greene and Harper, who have begun to define existentialism for education today.

**EDFD 530 FOUNDATIONS OF BILINGUAL/BICULTURAL EDUCATION 3**

Survey and introduction to bilingual schooling in the U.S. with special reference to historical backgrounds; typology and definitions; programs, practices, and staff development; overview of court decisions and legislation affecting bilingual education.

**EDFD 532 INTERPERSONAL RELATIONS BILINGUAL CHILDREN 3**

Survey and analysis of interpersonal relations of Puerto Rican children, including examination of cultural life style, psycho-social development, family socialization process and self-identity, and economic situation, to enable the teacher of Hispanic-American students to deal effectively, constructively, and empathetically with them.

**EDFD 540 SOCIAL FORCES AND EDUCATION 3**

Examination of various facets of society that have impact on the educational system: economic, political, social, ethnic and religious forces as they relate to problems of educational systems. Field studies included.

**EDFD 544 SOCIAL CLASS AND EDUCATION 3**

Social, ethnic and racial customs as they relate to class structure and educational values. Traditions of various social groups and their effect on American education.

**EDFD 545 POLITICAL FORCES AND EDUCATION 3**

Influences of the political structure and the educational system on each other. Specific roles played by education and educational leaders in government bodies at various levels.

**EDFD 548 CRUCIAL ISSUES IN AMERICAN EDUCATION 3**

A study of the origin, development, and status of very specific crucial issues in the field of education: equal opportunity for education, racial integration, and education; federal aid to education; compensatory education and socio-economic deprivation; affirmative action and civil rights legislation.

**EDFD 560 COMPARATIVE STUDIES OF EDUCATION SYSTEMS 3**

An examination of educational institutions and systems in various areas of the world with particular attention given to: the relationship between social structure and types of educational institutions; the conflict between traditional and modern education; the nature of the profession on the secondary and college levels; and student movements for educational change.

**EDFD 561 EDUCATION IN WESTERN EUROPE 3**

Variations in educational thinking and practices in selected European countries. Factors influencing educational developments such as political, ideological, socio-economic forces and the relationship between school systems and their cultural contexts.

**EDFD 564 EDUCATION IN LATIN AMERICA 3**

The basic Latin American social, economic and cultural structures and how they relate to secondary school and university systems.

**EDFD 580 TEACHING PHILOSOPHY TO CHILDREN 9**

Skills and background essential for teaching philosophical thinking in the classroom. Teachers will be introduced to the curriculum materials in philosophy for children as well as the history of philosophical ideas which form an essential component of the approach. (This course will not count toward the undergraduate major in philosophy.)

**EDFD 581 FOUNDATIONS OF REFLECTIVE EDUCATION 3**

Attention will be given to the basic technique of forming classroom communities of inquiry through the study of the broad historical tradition of educational philosophy from Plato to Passmore. Particular attention will be given to philosophers who have dealt with the nature of reflection, thinking skills, ethical inquiry, pedagogical methods, children's rights, dialogue, community, personhood, and the general aims of education.

**ELRS 503 METHODS OF RESEARCH 3**

Theory and methods of historical, descriptive, and experimental research; formulation of a research problem; use of bibliographical sources and reference materials; statistics and measurement in research; types and instruments of research; data collection, and analysis. Writing the research report, and career opportunities in research.

**ELRS 550 CRITICAL THINKING AND LEARNING 3**

This course provides an introduction to critical thinking as an educational goal. Students will consider the nature of critical thinking and its implications for educational objectives and student learning, and engage in its practice. Students will examine classroom practices through which critical thinking can be developed, including questioning strategies and evaluation procedures.

**ELRS 551 CRITICAL THINKING AND MORAL EDUCATION 3**

The course offers a critical thinking framework for moral education. Approaches to moral education through critical thinking will be explored including those of Lipman, Siegel and Paul. These will be seen within the perspective of alternative and complementary approaches including values clarification, moral developmentalism, and cultural transmission models. Students will be helped to identify occasions for moral education throughout the curriculum and to design interventions and curriculum materials to strengthen the moral judgment of their pupils.

**ELRS 552 CRITICAL THINKING AND POLITICAL FORCES IN EDUCATION**

**3**

Critical thinking is a reform movement in education that reflects sociological, political, and philosophical issues. Writers, including Freire, Greene, Paul, Siegel and Lipman, have advocated a critical response to educational policy viewed within the context of social and political forces. The course will examine these views and analyze their role in relation to current trends and attitudes as reflected by thinkers such as Hirsch and Bloom and the various reports that have exemplified the current evaluation of recent education.

**ELRS 578 TESTING AND EVALUATION**

**3**

Principles and practices of educational and psychological testing and evaluation relevant to professionals in human services, communication sciences and disorders, education, and related fields. Historical/philosophical orientation; place of testing in instructional and remedial programs; statistical concepts underlying measurement; validity, reliability, response set; construction of tests and measurement instruments; evaluation and interpretation of testing data; use and misuse of testing data; reporting data to students, parents and colleagues; critical analyses of selected standardized intelligence, ability and personality tests; experimental tests and measurement instruments. Course project geared to individual student needs.

**ELRS 580 LEARNING: PROCESS AND MEASUREMENT**

**3**

Study of the learning process and its measurement as it applies in the classroom and non-school settings.

**ELRS 603 SEMINAR IN RESEARCH**

**3**

Carry out a research project-historical, descriptive, or experimental in nature-culminating in a written report.

*Prerequisite: ELRS 503 or equivalent course.*

**ELRS 650 INDEPENDENT STUDY IN EDUCATIONAL RESEARCH AND EVALUATION**

**1-3**

Designed for individuals who, in consultation with advisor, wish to undertake an in-depth analysis of a specific research problem.

*Prerequisite: Permission of advisor.*

## **ENGLISH AND COMPARATIVE LITERATURE**

*Chairperson: Dr. Alyce Miller*

*Graduate Advisor: Dr. Naomi C. Liebler*

In the master's program in literature, the student will study individual authors and their works intensively, while developing a broader understanding of literary periods, themes, and types. Students are expected to demonstrate the ability to participate in sophisticated scholarly discourse, both orally and in writing. Within the total 33 semester hours of course work, one of four concentrations may be chosen: British literature to 1745; British literature 1745 to the present; American literature; or comparative literature. In addition, courses are offered in such special topics as the film, and the teaching of composition, literature, and basic writing.



The program serves as continuing training for in-service teachers and as preparation for doctoral-level work, as well as intellectual enrichment for students who wish to develop a deeper understanding of literature for its own sake. A significant number of M.A. graduates have, in recent years, gone on to the doctoral programs at major universities. Others have found the program to be both useful and enhancing to careers in business and government.

## ADMISSION REQUIREMENTS

Candidates for matriculation in the Master of Arts program of this department must show a B average or better in their undergraduate work and a score of not less than 500 (Verbal) on their Graduate Record Examinations. Most applicants will have majored in literature (English, comparative, or foreign) at the undergraduate level. However, students with strong academic credentials may apply even if they do not have the recommended background in literature. The graduate advisor will interview each candidate for the program regarding his or her scholastic record and intellectual or professional goals. Students admitted to the Graduate Program in English and Comparative Literature must take at least one course in each academic year in order to maintain matriculation. Exceptions may be made upon application to the departmental Graduate Program Coordinator.

Non-matriculated students **must** obtain the approval of the departmental Graduate Program Coordinator in order to enter graduate courses in English and Comparative Literature.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ENGLISH AND COMPARATIVE LITERATURE

	Semester Hours
I. Distribution of course work	
A. British and American Literature	
1. Seminar in Literacy Research (to be taken near the beginning of the program) .....	3
2. Thesis Writing (to be taken at the end of the program) .....	3
3. A concentration in one of three major areas as follows: .....	9
a. British literature to 1745	
b. British literature from 1745 to the present	
c. American literature	
4. To be distributed evenly among the remaining two major areas and the area of comparative literature .....	9
5. Electives .....	9
	Minimum: 33 semester hours
B. Comparative Literature. In cooperation with other divisions in the School of Humanities and Social Sciences, the department offers students who have superior command of a foreign language (usually French or Spanish) the opportunity to concentrate in comparative literature.	

Courses are focused on the interrelationships among literatures. Significant authors, ideas, movements, and literary types in different ages and cultures are selected for comparison. (N.B: Comparative literature courses, prefixed ENLT, are open to all students, regardless of their concentration. Lectures and readings are in English.)

1. Seminar in Literary Research (to be taken near the beginning of the program) .....	3
2. Thesis Writing (to be taken at the end of the program) .....	3
3. A concentration in comparative literature .....	9
4. French or Spanish literature .....	9
5. To be distributed evenly among the three major areas of British and American literature .....	9
Minimum: 33 semester hours	

## II. Foreign Language Requirement

Students must demonstrate a reading knowledge of a foreign language, either by passing a written examination or by earning a grade of B in French as a Research Tool (FREN 500), before taking the comprehensive examination or registering for Thesis Writing. Examinations normally will be given in French, German, Russian, Italian, or Spanish. Other languages may be offered with the approval of the department. Students concentrating in comparative literature will receive approval of the language of their primary area of study.

The foreign language examination is given on the last Saturdays of February and September. French as a Research Tool is offered whenever there is a sufficient number of interested students, usually every other year. Students who wish to take the course should notify the graduate advisor.

## III. Comprehensive Examination

All candidates for the master's degree must pass a three-hour written comprehensive examination. The examination is designed to test critical ability and familiarity with major works of British, American, and foreign literature as well as selections in literary criticism. Students must complete at least one-half of their course work and satisfy the foreign language requirement before taking the comprehensive examination, and must pass the examination before registering for Thesis Writing.

The comprehensive examination is based on a reading list compiled by a committee of graduate faculty. The list includes the four major areas of literary study (see Distribution of Course Work, above). In the semester before taking the examination, students should inform the graduate advisor of their intentions. The reading list will be sent to them early in the semester preceding the one in which the exam will be taken.

The comprehensive examination is given on the last Saturdays of March and October.

# ENGLISH AND COMPARATIVE LITERATURE

## Course Descriptions

### BRITISH LITERATURE TO 1745

#### Semester Hours

#### ENGL 505 CHAUCER 3

An intensive study of the *Canterbury Tales* and other works against their literary and social backgrounds, with special attention to Chaucer's language and to the procedures of Chaucerian scholarship. No previous study of Middle English is required.

#### ENGL 508 SHAKESPEARE STUDIES: TRAGEDIES 3

Shakespeare's tragic drama against a background of classical and medieval theories of tragedy, and in relation to the practice of his contemporaries. Consideration is given to Shakespeare's use of plot sources and to Elizabethan theories of rhetoric.

#### ENGL 509 SHAKESPEARE STUDIES: COMEDIES 3

Shakespeare's comic art in the light of comic theory and practice from Aristotle to the present. Areas of analysis include Shakespeare's use of Roman and native English comedy, his language, characters, and sources, and the traditions of Shakespearean criticism.

#### ENGL 510 SHAKESPEARE STUDIES: HISTORIES 3

A study of the ten English history plays. Shakespeare's use of historical sources and variations from historical fact are examined carefully. Attention is given to scholarship, criticism, and production of the history plays.

#### ENGL 511 ELIZABETHAN AND JACOBEAN DRAMA 3

A comprehensive view of the period of the apex of English drama, from 1550 to the closing of the theaters in 1642. Major works by Elizabethan and Jacobean dramatists other than Shakespeare are studied in the light of medieval English drama and the new renaissance theories of Shakespeare's contemporaries. Attention is given to changes in subject matter, tone, dramaturgy, and staging during the latter part of the period.

#### ENGL 516 SEVENTEENTH CENTURY LITERATURE: PROSE 3

English prose between the Elizabethan period and the age of Queen Anne, including the development of prose style and the origins of the short narrative, of scientific writing, and of modern literary criticism. Authors include Milton, Pepys, Bunyan, Walton, Burton, Bacon, Brown, and Aubrey.

#### ENGL 518 MILTON 3

*Paradise Lost*, *Paradise Regained*, *Samson Agonistes*, and some of the minor works are analysed intensively. Styles, themes, and techniques are considered in the light of Milton's life and the political and religious controversies of his times. The poetry is studied also in terms of its relation to Milton's Italian and classical models, his Elizabethan masters, and his contemporaries.



**ENGL 521 THE AUGUSTAN AGE 3**

The literature of the Restoration and early eighteenth century in its cultural contexts. Topics include criticism and aesthetics, satire, the new nature poetry, and the relationship between literary forms and philosophical and critical ideas. Emphasis on the works of Dryden, Swift, Pope, Gay, Addison and Steele, and Thomson.

**ENGL 597 INDEPENDENT STUDY IN BRITISH LITERATURE 3**

The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars. Permission of the graduate program coordinator and of the project supervisor is required before registration.

**BRITISH LITERATURE 1745 – PRESENT**

**ENGL 529 BRITISH ROMANTICISM I: WORDSWORTH AND COLERIDGE 3**

The poetry of the two most important writers of the first generation of the Romantic movement in England. Emphasis is placed on the significance of their poetry in terms of the poets' own personal experience and in the context of the age of democratic and industrial revolution.

**ENGL 530 BRITISH ROMANTICISM II: BYRON, SHELLEY, AND KEATS 3**

The major works of the second-generation Romantics are studied in relation to the experience of their lives and the movements of their time. Attention is given also to their letters and critical writings.

**ENGL 532 VICTORIAN STUDIES II: NOVEL 3**

The Victorian novel in its historical and cultural contexts, with emphasis on the responses of the most vital art form of the age to the unprecedented changes in English life that took place during the era. Works by Thackeray, Trollope, Dickens, the Brontës, Eliot, and others.

**ENGL 533 VICTORIAN STUDIES III: POETRY 3**

The course concentrates on the major mid-Victorian poets, Tennyson, Browning, and Arnold, and to a lesser extent on their successors among the pre-Raphaelites, the aesthetes, and the rhymers.

**ENGL 535 HARDY, JOYCE, AND LAWRENCE 3**

An examination of the fiction of these three writers with special attention to the ways in which their work illuminates the transition to modern fiction, demonstrates the relation between literary consciousness and society, and illustrates the cultural phenomenon of the artist repudiated by society.

**ENGL 540 THE MODERN BRITISH NOVEL 3**

Innovations in characterization, narrative technique, and theme under the impact of major twentieth-century political, economic, and cultural developments. Works by Forster, Huxley, Waugh, Orwell, Greene, Amis, Murdoch, Lessing, and others.

**ENGL 542 THE IRISH RENAISSANCE 3**

The Irish contribution to twentieth-century literature and aesthetic theory, specifically to that brand of experimentation, individualism, and internationalism associated with the idea of the modern. Special attention to W.B. Yeats, James Joyce, J.M. Synge, Sean O'Casey, and Frank O'Connor.

**ENGL 597 INDEPENDENT STUDY IN BRITISH  
LITERATURE**

**3**

The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars. Permission of the graduate program coordinator and of the project supervisor is required before registration.

**AMERICAN LITERATURE**

**ENGL 550 STUDIES IN EARLY AMERICAN LITERATURE 3**

All major and several minor American writers of the seventeenth and eighteenth centuries are studied within several contexts: literary, religious, philosophical, and political. Topics include the development of American literature 1620-1800; the effects of puritanism and deism; the concept of the American Dream; the originality of the founding fathers; and the extent to which modern American literature and culture reflect the colonial heritage.

**ENGL 555 AMERICAN ROMANTICISM 3**

An exploration of the Romantic movement in America with particular emphasis on transcendentalism. Works by Emerson, Thoreau, Whitman, Irving, Cooper, and Bryant.

**ENGL 556 POE, HAWTHORNE, AND MELVILLE 3**

An intensive examination of the writings of the three "Dark Romantics" of the American Renaissance, set against their biographical backgrounds and the literary and historical contexts in which they worked.

**ENGL 557 AMERICAN REALISM 3**

The development of American realistic fiction, with emphasis on the works of Twain, Howells, and James in relation to their literary heritage and to their social milieu.

**ENGL 560 MODERN AMERICAN FICTION 3**

After a brief examination of late nineteenth-century realism, the major writers of the twentieth century (up to World War II) are studied with special attention to the critical attitudes of the period and to related scholarship. Authors include Dreiser, Stephen Crane, Sherwood Anderson, Hemingway and Faulkner.

**ENGL 561 MODERN AMERICAN POETRY 3**

Beginning with background material on late nineteenth-century poetry, the course examines selected major modern poets. The changing scene in modern poetry is noted, and the reading of contemporary poets is included. Works by Hart Crane, Hilda Doolittle, T.S. Eliot, Robert Lowell, Ezra Pound, Wallace Stevens, and others.

**ENGL 563 RECENT AMERICAN FICTION 3**

Fiction of approximately the last thirty years in the context of American culture and the traditions of American fiction. The course analyzes the characteristics of theme, technique, and sensibility that form the basis of a writer's response to the ambiguities of life in the contemporary world. Works by Bellow, Mailer, Roth, Oates, Updike, Didion, O'Connor, Walker, Godwin, Brautigan, Ellison, Baldwin, and others.

**ENGL 564 AMERICAN DRAMA 3**

The major American playwrights, such as Eugene O'Neill, Thornton Wilder, Arthur Miller, and Tennessee Williams, are placed in the perspective of their contemporaries and of traditions of the American stage.

**ENGL 598 INDEPENDENT STUDY OF AMERICAN LITERATURE 3**

The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars. Permission of the graduate program coordinator and of the project supervisor is required before registration.

**COMPARATIVE LITERATURE**

**ENLT 512 LITERARY CRITICISM TO 1800 3**

Plato, Aristotle, Horace, Longinus, and their imitators and interpreters in the medieval, renaissance, and neoclassical periods are studied for those ideas about the nature and value of literature which have been influential in our culture. Considerable attention is given to relating the critical works to the history, art, and principal writings of each period.

**ENLT 513 LITERARY CRITICISM FROM 1800 TO THE PRESENT 3**

The break from classical theory (notably by the Romantics) and the search principally in our own day, for new definitions of the nature and function of literature. Throughout the course, critical theory is related to the history, art, and principal writings of each period.

*Prerequisite: ENLT 512 or instructor's permission.*

**ENLT 571 TRENDS IN THE CONTEMPORARY NOVEL 3**

A study of eight to twelve novels written since 1950 in English, French, German, Spanish, and Italian. The selections will be distributed evenly among the languages. Emphasis will be upon literary trends common to the contemporary novel regardless of the language in which it is written. Representative authors include Fowles, Ellison, Cortazar, Garcia Marquez, Goytisolo, Sollers, Duras, Böll, Frisch, and Moravia.

**ENLT 572 MODERN MOVEMENTS IN THE ARTS: FUTURISM THROUGH SURREALISM 3**

A comparative and interdisciplinary course in the theory and practice of modernism in literature, music, and the visual arts in Europe, the U.S., and Latin America. The specific objectives are to explore the origins, the development and the influence of four major movements in the modern arts: Futurism, Expressionism, Dada, and Surrealism.

**ENLT 577 FILM STUDIES 3**

On a rotating basis, different cultural, historical, and aesthetic aspects of American, British, or world film will be examined. See current announcement. Students may repeat Film Studies so long as the topic is different each time.



**ENLT 599 INDEPENDENT STUDY IN COMPARATIVE LITERATURE 3**

The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars. Permission of the graduate advisor program coordinator and of the project supervisor required before registration.

**ENGLISH EDUCATION**

**ENGL 581 TEACHING WRITING 3**

In a workshop format, secondary school and college teachers of writing explore current theory and practice in the teaching of writing. Participants develop instructional materials based on sound theory.

**ENGL 582 TEACHING BASIC WRITING 3**

The basic writer has severe difficulties with the language, conventions, and mechanics of academic writing and is therefore usually placed in "remedial" courses in high school and college. This course explores the social, educational, and linguistic causes of these students' problems, and helps secondary school and college teachers to develop a coherent approach to basic writing instruction. In the course of the semester, the teachers also create and share practical teaching techniques.

**SEMINARS**

**ENGL 600 SEMINAR IN BRITISH LITERATURE 3**

Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. Students may repeat the British seminar so long as the topic is different each time.

**ENGL 601 SEMINAR IN AMERICAN LITERATURE 3**

Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. Students may repeat the American seminar so long as the topic is different each time.

**ENLT 602 SEMINAR IN COMPARATIVE LITERATURE 3**

Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. Students may repeat the comparative seminar so long as the topic is different each time.

**WRITING SEMINAR**

**ENWR 590 GRADUATE WRITING SEMINAR 3**

Developing writing skills in one or more of the following: essay, business report, technical report, scholarly research, autobiography, fiction, drama, poetry.  
*Prerequisites: Submission of writing samples and instructor's permission.*

**REQUIRED COURSES**

**ENGL 605 SEMINAR IN LITERARY RESEARCH 3**

Instruction and practical experience in such areas as reference sources, textual study, kinds of criticism, and the basics of editing. Recommended for the first or second semester of graduate study.

Working closely with a research advisor, the student conducts a scholarly investigation and completes an acceptable master's thesis.

# ENVIRONMENTAL, URBAN AND GEOGRAPHIC STUDIES

*Program Director: Dr. David K. Robertson*  
*Graduate Advisor: Dr. W. Augustus Rentsch*

The Master of Arts degree in Environmental Studies offers concentrations in Environmental Education, Environmental Health, Environmental Management, and Environmental Science. Each of these concentrations is designed for professional careers. Environmental Education serves the needs of teachers; Environmental Health serves the need of health professionals; Environmental Management serves government and business leaders; and Environmental Science serves industry. The program is administered by the Department of Environmental, Urban and Geographic Studies. The facilities of the New Jersey School of Conservation, operated by the College at Stokes State Forest, are available as an additional resource for the study of the natural environment.

## ADMISSION REQUIREMENTS

The requirements established for all graduate studies and for matriculation at Montclair State will be followed in respect to this program. Students with weak undergraduate preparation for environmental studies will be required to complete prerequisite courses at the undergraduate level and/or appropriate graduate level.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ENVIRONMENTAL STUDIES

(minimum 32-33 semester hours)

### CONCENTRATION IN ENVIRONMENTAL EDUCATION

		Semester Hours
I.	Required Courses .....	21
	ELRS 503 Methods of Research (must be taken within first two semesters) .....	3
	ENVR 508 Environmental Problem Solving .....	3
	ENVR 509 Environmental Change and Communication .....	3
	BIOL 570 Ecology .....	3
	or	
	CNFS 505 Society and Natural Environment .....	3
	ENVR 550 Environmental Education .....	3

	CNFS	500	Curriculum Development in Environmental Education (a field practicum) .....	3
II.	Required Research Option .....			6
	Option A			
	ENVR	697	Thesis .....	6
	Option B			
	CURR	534	Strategies for Curriculum Change .....	3
	ENVR	695	Research Project in Environmental Studies .....	3
III.	Required Electives .....			6
	BIOL	430	Field Ornithology .....	3
	BIOL	431	Entomology .....	3
	BIOL	521	Field Studies of Flowering Plants .....	3
	BIOL	523	Mycology .....	3
	EDFD	540	Social Forces and Education .....	3
	CURR	534	Strategies for Curriculum Change .....	3
	HLTH	532	Air Pollution .....	3
	CNFS	460	Practicum in Environmental Education .....	3
	CNFS	495	Workshop on Utilizing Natural Environments .....	1
	CNFS	496	Field Studies in Social Studies and Natural Science ....	1
	CNFS	497	Field Studies in Humanities and Outdoor Recreation ...	1
	CNFS	501	Outdoor Teaching Sites for Environmental Education ...	3
	CNFS	502	American Heritage Skills .....	3
	CNFS	503	Humanities and the Environment .....	3
	CNFS	504	Field Techniques for Teaching the Humanities .....	3
	ANTH	534	Anthropology and Education .....	3
	INDS	497	Historical Restoration .....	1-9
	EUGS	509	Water Resource Management .....	3
	ENVR	409	Legal Aspects of Environmental Law .....	3
	ENVR	531	Independent Study in Environmental Studies .....	1-4
	ENVR	551	Natural Resource Management .....	3
	SOCI	565	Sociology of Youth .....	3
IV.	Comprehensive Examination			

### CONCENTRATION IN ENVIRONMENTAL HEALTH

I.	Required courses .....			18
	BIOL	570	Ecology .....	3
	HLTH	502	Determinants of Environmental Health .....	3
	ENVR	508	Environmental Problem Solving .....	3
	ENVR	509	Environmental Change and Communication .....	3
	HLTH	603	Research Project in Health .....	3
II.	Required electives .....			12
	A minimum of 6 semester hours from elective areas A and B each			
	A. Health Services Area			
	HLTH	500	Health Aspects of Family Living .....	3
	HLTH	516	Selected Developments in Community Health .....	3
	HLTH	528	Evaluation in Health .....	3
	HLTH	530	Seminar in Basic Issues in Health .....	3
	HLTH	531	Independent Study in Health .....	3
	HLTH	535	History and Foundations of Health I .....	3



HLTH	536	History and Foundations of Health II	3
HLTH	565	Foundations of Epidemiology	3
B. Life Sciences Area			
HLTH	531	Independent Study in Health	3
HLTH	532	Air Pollution	3
BIOL	515	Radiation Biology	4
BIOL	531	Medical Parasitology	3
BIOL	540	Comparative Human Anatomy	4
BIOL	543	Comparative Immunology	3
BIOL	553	Microbial Ecology	4
CS&D	539	Environmental Noise	3
EUGS	509	Water Resource Management	3
III.	Electives		3
IV.	Comprehensive Examination		

## CONCENTRATION IN ENVIRONMENTAL MANAGEMENT

I.	Required Courses		15
	BIOL	570 Ecology	3
	ENVR	508 Environmental Problem Solving	3
	ENVR	509 Environmental Change and Communication	3
	EUGS	521 Research Methods and Techniques	3
	ENVR	610 Seminar: Environmental Management	3
II.	Required Electives		12
A minimum of 6 semester hours from elective areas A and B each			
A. Scientific Data and Concepts Area			
	HLTH	502 Determinants of Environmental Health	3
	CS&D	539 Environmental Noise	3
	CHEM	411 Water Analysis and Purification	3
	GEOS	525 Environmental Geoscience	3
	GEOS	558 Coastal Geomorphology	3
	PSYC	556 Environmental Psychology	3
	ANTH	411 Archeological Field Methods	3
	EUGS	405 Computer Mapping	3
	ENVR	409 Environmental Law	3
	ENVR	531 Independent Study in Environmental Studies	1-4
B. Policy-making, Analysis and Management Area			
	PSYC	553 Urban Psychology	3
	ECON	501 Economic Analysis	3
	ECON	508 Economics of Public Management	3
	ECON	510 Urban Economics	3
	EUGS	501 Air Resource Management	3
	EUGS	505 Human Environment	3
	EUGS	509 Water Resource Management	3
	EUGS	513 Waste Management	3
	EUGS	550 Urban Studies and Policy Analysis	3
	ENVR	531 Independent Study in Environmental Studies	1-4

	ENVR 537 Natural Resource Management .....	3
III.	Electives .....	6
IV.	Comprehensive Examination	

### CONCENTRATION IN ENVIRONMENTAL SCIENCE

I.	Required courses .....	15
	BIOL 570 Ecology .....	3
	HLTH 502 Determinants of Environmental Health .....	3
	GEOS 525 Environmental Geoscience .....	3
	GEOS 575 Geochemistry .....	3
	GEOS 628 Seminar: Environmental Graphics .....	3
II.	Required Electives .....	12
	A minimum of 6 semester hours from elective areas A and B each	
	A. Bio-ecology Area	
	BIOL 430 Field Ornithology .....	3
	BIOL 467 Marine Biology of the Fishes .....	4
	BIOL 521 Field Studies of Flowering Plants .....	4
	BIOL 522 Plant Pathology .....	3
	BIOL 531 Medical Parasitology .....	3
	BIOL 532 Insect Ecology and Behavior .....	3
	BIOL 543 Comparative Immunology .....	3
	BIOL 550 Topics in Microbiology .....	4
	BIOL 553 Microbial Ecology .....	4
	BIOL 571 Physiological Plant Ecology .....	4
	BIOL 572 Ecology of the Estuary .....	4
	BIOL 573 Benthic Ecology .....	4
	BICL 505 Bacteriological Techniques in Marine Sampling .....	2
	PHMS 565 Tidal Marsh Ecology .....	4
	B. Physical Environment Area	
	HLTH 532 Air Pollution .....	3
	CS&D 539 Environmental Noise .....	3
	CHEM 411 Water Analysis and Purification .....	3
	CHEM 570 Advanced Biochemistry .....	3
	GEOS 530 Paleoecology .....	3
	GEOS 537 Biostratigraphy of New Jersey .....	3
	GEOS 558 Coastal Geomorphology .....	4
	GEOS 560 Advanced Marine Geology .....	3
	GEOS 571 Geophysics .....	3
	GEOS 573 Nuclear Geophysics .....	3
	EUGS 509 Water Resources .....	3
III.	Comprehensive Examination	

#### Note:

1. Electives for all these concentrations may be added by the college. The advisor should be contacted before any are selected by the student.
2. It is the student's responsibility to file for the comprehensive examination with the departmental advisor. At that time, information will be given concerning the nature and scope of the examination.

# ENVIRONMENTAL, URBAN AND GEOGRAPHIC STUDIES

Course Descriptions	Semester Hours
<b>EUGS 501 AIR RESOURCE MANAGEMENT</b>	<b>3</b>
Spatial distribution of energy in the atmosphere treated in terms of natural factors and man's induced changes (atmospheric pollution). Incoming sun energy as modified by man is traced through the atmosphere, vegetation, soil and water.	
<b>EUGS 504 PRO-SEMINAR</b>	<b>3</b>
Research on selected problems which will vary according to instructor.	
<b>EUGS 505 HUMAN ENVIRONMENT</b>	<b>3</b>
Discussion of population in relation to the physical environment; objectives and skills of numerous culture groups will be examined to clarify existing regional variations in the man-land relationship.	
<b>EUGS 509 WATER RESOURCE MANAGEMENT</b>	<b>3</b>
The spatial patterns of the water resource both as surface water and ground water. Processes affecting availability and techniques of estimation are stressed.	
<i>Prerequisite: ENVR 501.</i>	
<b>EUGS 513 WASTE MANAGEMENT</b>	<b>3</b>
This course examines liquid waste management (sewage, sewerage, septic, and acid mine drainage) and solid waste management (composting, incineration, dumps, sanitary landfills, ocean dumping, and resource recovery). Management of radioactive wastes is included.	
<b>EUGS 521 RESEARCH METHODS</b>	<b>3</b>
Advanced research techniques, beginning with census reports, government surveys and reports from other agencies. Field research, both cultural and physical; mapping techniques; the design of appropriate scale and data transformation to familiarize the range of possibilities and the need for careful choice of data and maps. Computer applications in geographic problem solving.	
<b>EUGS 600 THESIS</b>	<b>4</b>
<b>EUGS 603 READING SEMINAR IN GEOGRAPHY AND URBAN STUDIES</b>	<b>2</b>
Required of all master's degree candidates concentrating in Geography and Urban Studies. This semester entails directed independent study in preparation for a 3-hour written comprehensive examination.	
<b>EUGS 610 URBAN STUDIES SEMINAR</b>	<b>3</b>
The seminar is designed to analyze the contents and the concepts to formulate a holistic view of the city. Benchmark papers and research frontiers will be investigated.	
<b>ENVR 503 METHODS IN ENVIRONMENTAL RESEARCH</b>	<b>3</b>
Formulation of the research problem, use of bibliographical sources and reference material organizing the research tests and measurements, analysis of data, and report writing.	



**ENVR 508 ENVIRONMENTAL PROBLEM SOLVING 3**

The purpose of this course is to train students to define environmental problems, develop their skills in solving these problems, as well as commitment to work toward their solution. Each lesson consists of student preparation of reading selected articles, classroom orientation, field trips, and the student-instructor followup. Field trip topics include pedestrian/vehicle conflict, school site development, plants as a city resource, urban/rural recreation, sign ordinances, transportation and similar topics.

**ENVR 509 ENVIRONMENTAL CHANGE AND COMMUNICATION 3**

Prepare students as professional environmentalists: communication and journalism strategies, theory of persuasion, and roles as catalyst, solution giver, process helpers, and resource person.

**ENVR 531 INDEPENDENT STUDY IN ENVIRONMENTAL STUDIES 1-4**

Student must develop statement of goals and phasing for completion, prior to consultation with instructor.

**ENVR 550 ENVIRONMENTAL EDUCATION 3**

Foundations of environmental education-historical, theoretical and conceptual. Includes models, gaming encounters, and teaching strategies.

**ENVR 551 NATURAL RESOURCE MANAGEMENT 3**

Provide background in natural resource management; wildlife, fisheries, forests, water and related components of spaceship earth. Includes field trips.

**ENVR 610 SEMINAR IN ENVIRONMENTAL MANAGEMENT 3**

This is a methods seminar focusing on the techniques of managing a project with environmental significance. Students will design and plan in detail a project to improve an existing environmental problem or to implement an economically important project that would minimize environmental problems.

*Prerequisites: ENVR 501, 502 or instructor's permission.*

**ENVR 628 SEMINAR IN ENVIRONMENTAL GRAPHICS 3**

Use of geographic materials suitable for analysis, understanding and presenting aspects of the environment through seminar presentation.

*Prerequisite: At least 12 semester hours of graduate credit in environmental science, or with instructor's permission.*

**ENVR 695 RESEARCH PROJECT IN ENVIRONMENTAL STUDIES 3**

To complete the research proposal initiated in the research methods course.

*Prerequisites: EUGS 521 or ENVR 503 or ELRS 503, instructor's permission.*

**ENVR 697 THESIS 6**

Preparation and defense of a thesis in environmental studies.

*Prerequisite: Approval of the department chairperson, the graduate advisor, and the faculty thesis advisor.*

# FINE ARTS

*Chairperson: Dr. Anne Betty Weinshenker*

*Graduate Advisor: Prof. Patricia Lay*

The graduate program in Fine Arts allows for a concentration in Studio and Art History. Areas of specialization are: painting, sculpture, photography, cinematography, drawing, ceramics, printmaking, fiber arts and jewelry.

## ADMISSION REQUIREMENTS

The requirements established for all graduate studies and for matriculation at Montclair State will be followed in respect to this program. Applicants to the Fine Arts Department are required to take the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).

Eligibility for matriculation for a concentration in Studio or Art History requires either an undergraduate degree in fine arts or the equivalent as determined by the art department. Advice concerning all requirements, including art history requirements, dates of portfolio reviews, and suggested portfolio contents may be obtained from the department's graduate advisor.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN FINE ARTS

### Semester Hours

I.	Required courses for all Fine Arts MA candidates.	
	Graduate Art History .....	6
	Graduate Project or Thesis .....	6
	<i>Either</i>	
	A. Graduate Project: Studio Concentration	
	ARGN 695 Seminar in Art I: Contemporary Art and Aesthetics .....	3
	ARGN 696 Seminar in Art II: Graduate Project .....	3
	or	
	B. Master's Thesis: Art History Concentration	
	ARGN 697 Master's Thesis I .....	3
	ARGN 698 Master's Thesis II .....	3
II.	Art Electives .....	15
	To be selected with approval of the Graduate Advisor.	
III.	Free Electives .....	6
IV.	Final Oral Examination in relation to Graduate Project or Master's Thesis. In addition to the successful completion of all required course work all candidates are required to make a final presentation of either a body of visual work from their area of concentration, and a related project paper, or a Master's Thesis. Advice concerning this requirement may be obtained from the department's graduate advisor.	
	Minimum .....	33

# FINE ARTS

Course Descriptions	Semester Hours
<b>ARED 501 CONTEMPORARY VIEWPOINTS IN ART EDUCATION</b>	<b>3</b>
A study of art literature which influences art educators in their teaching. Readings will be in papers and books selected from philosophy, sociology, psychology and aesthetics which deal primarily with various classifications within the discipline. The practical implementation with the educational setting, will be analytically discussed.	
<b>ARED 502 ADVANCED CURRICULUM CONSTRUCTION IN ART EDUCATION</b>	<b>3</b>
For students with interest in curriculum construction or revision, both in the elementary and secondary programs. Evaluation of curricular materials in use in New Jersey and throughout the country in terms of principles of curriculum construction.	
<b>ARED 505 SUPERVISION AND EVALUATION IN ART EDUCATION</b>	<b>3</b>
Supervisory methods and techniques for the experienced art teacher. Current and analogous supervisory data will be included. Will be based on state criteria and ways of evaluation from creative viewpoints.	
<b>ARFL 580 GRADUATE CINEMATOGRAPHY I</b>	<b>3</b>
Techniques, materials and theories of motion picture production for visually experienced students.	
<i>Prerequisite: Major or minor in Fine Arts or a related area such as Theatre, Communications, Creative Writing, etc., or permission of instructor.</i>	
<b>ARFL 581 GRADUATE CINEMATOGRAPHY II</b>	<b>3</b>
Continuation of ARFL 580. Taken serially.	
<b>ARFL 615 GRADUATE CINEMATOGRAPHY III</b>	<b>3</b>
Continuation of ARFL 581. Taken serially.	
<b>ARFL 616 GRADUATE CINEMATOGRAPHY IV</b>	<b>3</b>
Continuation of ARFL 615. Taken serially.	
<b>ARGN 511 GRADUATE INTRODUCTION TO PAPERMAKING</b>	<b>3</b>
An introduction to Western methods of hand papermaking as an art form including historic principles and current applications.	
<b>ARGN 515 GRADUATE LIFE DRAWING I</b>	<b>3</b>
Advanced problems in drawing based upon a study of the human figure.	
<b>ARGN 516 GRADUATE LIFE DRAWING II</b>	<b>3</b>
Continuation of ARGN 515. Taken serially.	
<i>Prerequisite: ARGN 515.</i>	
<b>ARGN 522 GRADUATE INTERMEDIATE PAPERMAKING I</b>	<b>3</b>
Pigment and pulp preparation and vacuum table sheet forming.	
<i>Prerequisite: ARGN 511.</i>	



- ARGN 533 GRADUATE INTERMEDIATE PAPERMAKING II** 3  
Pulp experimentation and large mold building.  
*Prerequisite: ARGN 522.*
- ARGN 601 GRADUATE LIFE DRAWING III** 3  
Continuation of ARGN 516. Taken serially.  
*Prerequisite: ARGN 516.*
- ARGN 602 GRADUATE LIFE DRAWING IV** 3  
Continuation of ARGN 601. Taken serially.  
*Prerequisite: ARGN 601.*
- ARGN 610 INDEPENDENT STUDY I** 1-8  
Under this course designation advanced students may either expand or extend their experience in a chosen field or medium. Direction, conduct and evaluation of the work developed in consultation with the instructor. As a basis for admission and planning, each student will present a representative selection of his/her prior work in the chosen media. Credits to be arranged. May be repeated for credit.  
*Prerequisite: Permission of the department.*
- ARGN 611 INDEPENDENT STUDY II** 1-8  
Under this course designation advanced students may either expand or extend their experience in a chosen field or medium. Direction, conduct and evaluation of the work developed in consultation with the instructor. As a basis for admission and planning, each student will present a representative selection of his/her prior work in the chosen medium. Credits to be arranged.  
*Prerequisite: Permission of the department.*
- ARGN 620 FIELD COURSE IN ART I** 2-6  
Travel courses to art sources in the United States and foreign countries not to exceed 6 graduate credits. First-hand contact with the historic art forms of the places visited and with artists and craftsmen. Each student selects an area of study in which the places visited have rich art resources. As preparation for the course, the student outlines a chosen study problem, reads background material, and lists sources he/she expects to utilize.  
*Prerequisite: Permission of the department. Taken serially.*
- ARGN 621 FIELD COURSE IN ART II** 2-6  
Continuation of ARGN 620. Taken serially.  
*Prerequisite: Permission of the department.*
- ARGN 633 GRADUATE ADVANCED PAPERMAKING I** 3  
Independent historical research combined with contemporary studio work.  
*Prerequisite: ARGN 533.*
- ARGN 644 GRADUATE ADVANCED PAPERMAKING II** 3  
Completion of mastery of processes necessary for starting a paper mill.  
*Prerequisite: ARGN 633.*
- ARGN 695 SEMINAR IN ART I: CONTEMPORARY ART AND AESTHETICS** 3  
This course involves the graduate student in a consideration of major issues in contemporary art and aesthetics.
- ARGN 696 SEMINAR IN ART II: GRADUATE PROJECT** 3  
A continuation of ARGN 695. Should be taken in the student's last semester along with the completion of the Graduate Project.  
*Prerequisite: ARGN 695.*

**ARGN 697 MASTER'S THESIS I** **3**

Individual research selected under advisement of a faculty committee. Students are advised to initiate their master's thesis after completing at least two courses on the graduate level in the area of the thesis topic and no more than 12 or 16 credits in their general program.

*Prerequisite: Written permission of the graduate advisor on the proper form, with written agreement of a faculty member who will serve as the student's personal advisor.*

**ARGN 698 MASTER'S THESIS II** **3**

Individual research selected under advisement of a faculty committee. Students are advised to initiate their master's thesis after completing at least two courses on the graduate level in the area of the thesis topic and no more than 12 or 16 credits in their general program.

*Prerequisite: Written permission of the graduate advisor on the proper form, with written agreement of a faculty member who will serve as the student's personal advisor.*

**ARHS 503 GRADUATE RESOURCES AND METHODS OF RESEARCH IN THE ARTS** **3**

Introduction to the approaches, methods and goals of art-historical research, including descriptive, bibliographic, stylistic, and iconographic analysis.

**ARHS 590 MODERN PHILOSOPHIES OF ART I** **3**

Major writers in art in the nineteenth and twentieth centuries. The nature of the creative experience; art in the life of the individual and of society; the creative process; new materials; institutions and sentiments affecting current thinking in the field. Discussions based on readings of philosophers, poets, social scientists and psychologists.

**ARHS 592 SELECTED PROBLEMS ART HISTORY I** **3**

Art problems, iconographic topics and themes of a historic, social and philosophical nature. Topic selection will depend upon the special areas of the professor or guest professor invited for the semester.

*Prerequisite: Permission of the department.*

**ARHS 594 NORTHERN RENAISSANCE ART** **3**

15th and 16th century paintings in northern Europe especially Flanders and Holland, the development of realism and style in relation to social change and the general ideas of the period, including contemporary music. Jan Van Eyck, Van der Weyden, Bosch, Peter Breughel and Matthias Gruenewald.

*Prerequisite: Permission of the Department.*

**ARMT 525 GRADUATE METALWORK AND JEWELRY I** **3**

Designing jewelry and small sculpture in varied metals; the techniques of flat sheet metal and casting.

*Prerequisites: Graduate prerequisites and permission of the department.*

**ARMT 526 GRADUATE METALWORK AND JEWELRY II** **3**

Continuation of ARMT 525. Taken serially.

*Prerequisite: ARMT 525.*

**ARMT 531 GRADUATE CERAMICS: POTTERY AND SCULPTURE I** **3**

Experimentation with the potter's wheel; handbuilding methods of forming; further experimentation with clay compositions, glazes and methods of firing. Advanced students will be responsible for developing craftsmanship and a personal idiom.

*Prerequisites: Undergraduate experience in ceramics, portfolio, and approval of instructor.*

**ARMT 532 GRADUATE CERAMICS: POTTERY AND SCULPTURE II** **3**

Continuation of ARMT 531. Taken serially.

*Prerequisites: Undergraduate experience in ceramics, portfolio, and approval of instructor, ARMT 531.*

**ARMT 541 FORM IN FIBER I (GRADUATE)** **3**

Designing with simple and four harness floor looms, in a variety of techniques and materials. Taken serially.

*Prerequisites: 10 semester hours in art, permission of the department.*

**ARMT 542 FORM IN FIBER II (GRADUATE)** **3**

Primary emphasis on designing with simple and four harness table and floor looms. A variety of techniques and materials. Taken serially

*Prerequisite: Permission of department.*

**ARMT 543 GRADUATE DECORATION OF FABRICS I** **3**

Survey course in all aspects of fabric embellishment; tie-dye, batik, blockprint, tritik discharge, silkscreen printing, 3M matrix, etc. Taken serially.

*Prerequisite: Permission of the department.*

**ARMT 544 GRADUATE DECORATION OF FABRICS II** **3**

Continuation of ARMT 543. Taken serially.

*Prerequisite: Permission of the department.*

**ARMT 618 GRADUATE METALWORK AND JEWELRY III** **3**

Continuation of ARMT 526. Taken serially.

*Prerequisite: Permission of the department.*

**ARMT 619 GRADUATE METALWORK AND JEWELRY IV** **3**

Designing jewelry and small sculpture in varied metals. The techniques of flat sheet metal and casting. Continuation of ARMT 618. Taken serially.

*Prerequisite: Permission of the department.*

**ARMT 622 GRADUATE CERAMICS POTTERY AND SCULPTURE III** **3**

Continuation of ARMT 532. Taken serially.

*Prerequisites: Undergraduate experience in ceramics, portfolio, and approval of instructor.*

**ARMT 623 GRADUATE CERAMICS POTTERY AND SCULPTURE IV** **3**

Continuation of ARMT 622. Taken serially.

*Prerequisites: Undergraduate experience in ceramics, portfolio, and approval of instructor.*

**ARMT 624 FORM IN FIBER III (GRADUATE)** **3**

Continuation of ARMT 542. Taken serially.

*Prerequisite: Permission of the department.*



- ARMT 625 FORM IN FIBER IV (GRADUATE)** 3  
Continuation of ARMT 624. Taken serially.  
*Prerequisite: Permission of the department.*
- ARMT 626 FORM IN FIBER V (GRADUATE)** 3  
Continued experimentation with on-loom and off-loom weaving techniques, synthetic and vegetable dyes. Taken serially.  
*Prerequisite: Permission of the department.*
- ARMT 627 FORM IN FIBER VI (GRADUATE)** 3  
Continuation of ARMT 626. Taken serially.  
*Prerequisite: Permission of the department.*
- ARMT 630 GRADUATE DECORATION OF FABRIC III** 3  
Continuation of ARMT 544. Taken serially.  
*Prerequisite: Permission of the department.*
- ARMT 631 GRADUATE DECORATION OF FABRIC IV** 3  
Continuation of ARMT 630. Taken serially.  
*Prerequisite: Permission of the department.*
- ARPH 570 GRADUATE INTRODUCTORY PHOTOGRAPHY:  
A CONTEMPORARY ART FORM** 3  
Provides for the in-depth study and practice of photography as a visual language. Encourages exploration beyond the camera through studio work, discussions, criticism, films, trips and demonstrations  
*Prerequisites: 10 semester hours in art. Permission of the department.*
- ARPH 571 GRADUATE INTERMEDIATE PHOTOGRAPHY:  
A CONTEMPORARY ART FORM** 3  
Workshop, discussion, lectures, criticism, demonstrations: photography for self expression and greater visual awareness. Creative controls craftsmanship, perception, presentation and the fine points will be investigated.  
*Prerequisite: ARPH 570.*
- ARPH 609 GRADUATE ADVANCED PHOTOGRAPHY:  
A CONTEMPORARY ART FORM** 4  
Workshop, discussion, lecture, demonstrations, criticism. Photography as an intensive learning experience. Light sensitive materials, controls, photographic approach, selection, zinc system and view camera will be investigated.  
*Prerequisite: ARPH 571.*
- ARPH 617 GRADUATE SPECIAL PROCESSES  
IN PHOTOGRAPHY** 4  
Investigation of non-traditional light sensitive materials for use in the photographic image making process. Extending traditional boundaries of photography through new tools that permit greater manipulation: gum bichromate, cyanotype, platinum, photo etching, and others will be investigated.  
*Prerequisite: ARPH 609.*
- ARPR 552 GRADUATE PRINTMAKING I** 3  
Advanced work in various print processes; emphasis on the development of images and concepts as they relate to the printmaking media.  
*Prerequisite: Permission of the instructor.*
- ARPR 553 GRADUATE PRINTMAKING II** 3  
Continuation of ARPR 552. Taken serially.

<b>ARPR 628 GRADUATE PRINTMAKING III</b>	<b>3</b>
Continuation of ARPR 553. Taken serially.	
<b>ARPR 629 GRADUATE PRINTMAKING IV</b>	<b>3</b>
Continuation of ARPR 628. Taken serially.	
<b>ARPT 511 GRADUATE PAINTING I</b>	<b>3</b>
Studio in painting to further the creative expression and technical knowledge of the student in various painting media personal and professional development through studio work, trips and the study of the contemporary artists.	
<i>Prerequisite: Permission of the department. Taken serially.</i>	
<b>ARPT 512 GRADUATE PAINTING II</b>	<b>3</b>
Continuation of ARPT 511. Taken serially.	
<i>Prerequisite: ARPT 511.</i>	
<b>ARPT 515 GRADUATE VISUAL ARTS WORKSHOP</b>	<b>1-12</b>
Selected studio topics which represent current concerns within the contemporary world of the visual arts.	
<b>ARPT 521 GRADUATE SCULPTURE I</b>	<b>3</b>
The student explores independently one or two materials and techniques, and begins to find direction as a sculptor.	
<i>Prerequisite: Permission of instructor.</i>	
<b>ARPT 522 GRADUATE SCULPTURE II</b>	<b>3</b>
Continuation of ARPT 521. Taken serially.	
<i>Prerequisite: ARPT 521 or instructor's permission.</i>	
<b>ARPT 605 GRADUATE PAINTING III</b>	<b>3</b>
Continuation of ARPT 512. Taken serially.	
<i>Prerequisite: ARPT 512 or instructor's permission.</i>	
<b>ARPT 606 GRADUATE PAINTING IV</b>	<b>3</b>
Continuation of ARPT 605. Taken serially.	
<i>Prerequisite: ARPT 605 or instructor's permission.</i>	
<b>ARPT 607 GRADUATE PAINTING V</b>	<b>3</b>
Advanced study in painting; individual projects in various media. Readings in contemporary art, visits to museums and galleries. Taken serially.	
<i>Prerequisites: Permission of the department.</i>	
<b>ARPT 608 GRADUATE PAINTING VI</b>	<b>3</b>
Continuation of ARPT 607. Taken serially.	
<i>Prerequisite: ARPT 607 or instructor's permission.</i>	
<b>ARPT 613 GRADUATE SCULPTURE III</b>	<b>3</b>
Continuation of ARPT 522. Taken serially.	
<i>Prerequisite: ARPT 522 or instructor's permission.</i>	
<b>ARPT 614 GRADUATE SCULPTURE IV</b>	<b>3</b>
Continuation of ARPT 613. Taken serially.	
<i>Prerequisite: ARPT 613 or instructor's permission.</i>	
<b>ARTH 505 GRADUATE INTRODUCTION TO ART THERAPY</b>	<b>3</b>
Introduction to the historical and theoretical bases of art therapy as a profession. Exploration of the literature of art therapy and of current trends in the field.	

# FRENCH

*Chairperson: Dr. Madeleine Sergent*

*Graduate Advisor: Dr. Kay Wilkins*

The graduate program in French is designed to prepare students for both teaching and research in language and literature.

A Master of Arts degree opens opportunities to teach in both community colleges and high schools, and provides a solid foundation for students interested in continuing their studies toward a Doctor of Philosophy degree. Graduate training in French is also increasingly useful for positions in government and industries concerned with French-speaking areas of the world.

## ADMISSION REQUIREMENTS

Admission is open to students who hold a bachelor's degree and have completed at least 24 semester hours of undergraduate French or its equivalent. Students applying for admission must satisfy the standard College requirements for admission to graduate study.

After acceptance, the candidates will consult the graduate advisor to plan their programs. The course program must be approved by the graduate advisor each semester before registration. Courses will be offered on a rotating basis to allow diversity of offerings. Please consult department chairperson for details.

Individuals holding the bachelor's degree and showing an adequate proficiency in French may enroll in graduate courses, even though they do not wish to enter the Master of Arts program.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN FRENCH

	Semester Hours
I. Required Courses .....	6
FREN 508 Explication de Texte and Stylistic Analysis .....	3
FREN 603 Research Seminar .....	3
(Waived if student elects to write a thesis)	
One course in the literature of <i>each</i> century to be selected from the following French electives:	
II. French Electives:	
FREN 505 History of the French Language .....	3
FREN 506 Advanced French Phonetics .....	3
FREN 507 Practicum in Translation .....	3
FREN 509 Critical Approaches to Literature .....	3
FREN 511 Medieval French Literature .....	3
FREN 513 Medieval French Theatre .....	3
FREN 516 French Humanism in the Sixteenth Century .....	3
FREN 517 Poetry of the Renaissance .....	3
FREN 525 Moralists of the Seventeenth Century .....	3



FREN	526	Corneille, Racine and Moliere .....	3
FREN	527	Selected Topics in Seventeenth Century French Literature .....	3
FREN	530	Philosophy and Politics in Eighteenth Century France .....	3
FREN	531	The Development of the Novel in Eighteenth Century France .....	3
FREN	532	Eighteenth Century Seminar .....	3
FREN	538	French Novel of the Nineteenth Century I .....	3
FREN	539	French Novel of the Nineteenth Century II .....	3
FREN	540	Nineteenth Century French Poetry .....	3
FREN	542	Twentieth Century French Theatre .....	3
FREN	543	Twentieth Century French Poets .....	3
FREN	544	Twentieth Century French Novel I .....	3
FREN	545	Twentieth Century French Novel II .....	3
FREN	546	Twentieth Century Seminar .....	3
FREN	547	Francophone Literature .....	3
FREN	548	Contemporary French Civilization: Selected Topics .....	3
III.		Free Electives .....	6
IV.		Thesis (Optional) .....	4
V.		Comprehensive Examination: One session	

All candidates for the master's degree must pass a comprehensive examination designed to test critical ability and familiarity with major works of French literature. Before registering for the comprehensive examination students must have completed all their course work (with the exception of the 603 Research Seminar) and have satisfied the requirement of having taken 1 course on the literature of each century.

The examination is based on a reading list and course content.

Minimum: 33 semester hours.

## FRENCH

Course Descriptions		Semester Hours
<b>FREN 500</b>	<b>FRENCH AS A RESEARCH TOOL</b>	<b>3</b>
Learning to read French as a tool for research (a "service" course for MA candidates in English; successful completion of this course will satisfy the language requirement).		
<b>FREN 505</b>	<b>HISTORY OF THE FRENCH LANGUAGE</b>	<b>3</b>
Structures of modern French as outcome of linguistic and cultural processes over 2,000 years.		
<b>FREN 506</b>	<b>ADVANCED FRENCH PHONETICS</b>	<b>3</b>
Principles of general and experimental phonetics. Previous knowledge of phonetics desirable.		
<b>FREN 507</b>	<b>PRACTICUM IN TRANSLATION</b>	<b>3</b>
Basic principles and theory of translation with emphasis on research techniques. <i>Prerequisite: Adequate competency in the language for the purpose of translation training.</i>		

<b>FREN 508</b>	<b>EXPLICATION DE TEXTE AND STYLISTIC ANALYSIS</b>	<b>3</b>
Techniques of "explication de texte and stylistic analysis" as an instrument for development of critical reading ability, and as pedagogical tool for teaching literature as well as language through literature.		
<b>FREN 509</b>	<b>CRITICAL APPROACHES TO LITERATURE</b>	<b>3</b>
Fundamental notions of contemporary French literary criticism; theory and practice.		
<b>FREN 511</b>	<b>MEDIEVAL FRENCH LITERATURE</b>	<b>3</b>
French literature from ninth through fifteenth centuries emphasizing the "Chanson De Geste" and the "Roman Courtois."		
<b>FREN 513</b>	<b>MEDIEVAL FRENCH THEATRE</b>	<b>3</b>
Origins and development of theatre in France during the middle ages.		
<b>FREN 516</b>	<b>FRENCH HUMANISM IN 16TH CENTURY</b>	<b>3</b>
Humanistic ideals as reflected in the works of Rabelais, Montaigne and other authors.		
<b>FREN 517</b>	<b>POETRY OF THE RENAISSANCE</b>	<b>3</b>
Major works of Marot, Ronsard, Du Bellay, and other poets of the Pleiade.		
<b>FREN 525</b>	<b>MORALISTS OF THE 17TH CENTURY</b>	<b>3</b>
Representative works of Descartes, Pascal, La Rochefoucauld, Saint Simon, La Bruyere, and other authors.		
<b>FREN 526</b>	<b>CORNEILLE, RACINE AND MOLIERE</b>	<b>3</b>
Dramatic art as reflected in representative plays of the three authors.		
<b>FREN 527</b>	<b>SELECTED TOPICS IN 17TH CENTURY FRENCH LITERATURE</b>	<b>3</b>
Changing topics to include in-depth studies of individual authors.		
<b>FREN 530</b>	<b>PHILOSOPHY AND POLITICS IN 18TH CENTURY FRANCE</b>	<b>3</b>
Impact of the "Philosophes" on religious, political and sociological thought.		
<b>FREN 531</b>	<b>THE DEVELOPMENT OF THE NOVEL IN 18TH CENTURY FRANCE</b>	<b>3</b>
Study of the social and historical context of a novel and its particular form (e.g. epistolary, episodic, etc.)		
<b>FREN 532</b>	<b>18TH CENTURY SEMINAR</b>	<b>3</b>
Changing topics to include in-depth studies of individual authors and genre topics.		
<b>FREN 536</b>	<b>THE ROMANTIC MOVEMENT</b>	<b>3</b>
The origins and development of Romanticism in England and Germany are compared with the later triumph of the movement in France. Representative works of Chateaubriand, Goethe, Novalis, Kleist, Hoffmann, Heine, Musset, and Nerval are studied, and their themes compared with those of the English Romantics. (Taught in English. Recommended to French majors as a free elective.)		
<b>FREN 538</b>	<b>FRENCH NOVEL OF 19TH CENTURY I</b>	<b>3</b>
Insight into major works of Balzac and Stendhal.		
<b>FREN 539</b>	<b>FRENCH NOVEL OF 19TH CENTURY II</b>	<b>3</b>
Insight into major works of Flaubert and Zola.		

<b>FREN 540</b>	<b>19TH CENTURY FRENCH POETRY</b>	<b>3</b>
Development of French poetry from Romanticism to Symbolism.		
<b>FREN 542</b>	<b>20TH CENTURY FRENCH THEATRE</b>	<b>3</b>
Major modern currents and trends in drama.		
<b>FREN 543</b>	<b>20TH CENTURY FRENCH POETS</b>	<b>3</b>
Within a general developmental context, emphasis upon thematics, and structural analysis of work of Apollinaire, Reverdy, Char, Eluard and Bonnefoy.		
<b>FREN 544</b>	<b>20TH CENTURY FRENCH NOVEL I</b>	<b>3</b>
Evolution of the French novel from Proust to Camus.		
<b>FREN 545</b>	<b>20TH CENTURY FRENCH NOVEL II</b>	<b>3</b>
Evolution of the French novel from the "New Novel" of the 50's to contemporary French writing.		
<b>FREN 546</b>	<b>20TH CENTURY SEMINAR</b>	<b>3</b>
Changing topics on twentieth century French literature.		
<b>FREN 547</b>	<b>FRANCOPHONE LITERATURE</b>	<b>3</b>
Major Francophone writings outside continental France.		
<b>FREN 548</b>	<b>CONTEMPORARY FRENCH CIVILIZATION- SELECTED TOPICS</b>	<b>3</b>
Study of institutions and culture of contemporary France.		
<b>FREN 603</b>	<b>RESEARCH SEMINAR</b>	<b>3</b>
Opportunity to apply research techniques on a specific topic of the student's choice.		

## GEOSCIENCE

*Chairperson: Professor Richard H. Hodson*

*Graduate Advisor: Dr. Charles L. Hamilton*

The graduate programs in Geoscience are designed to enable the student to pursue further study in the various areas of the Department for professional or personal reasons, to further his preparation for the teaching profession, or for a career requiring advanced training.

For the arts and science student, a graduate program is designed to give opportunity for in-depth study in the broad field of Geoscience (geology). The program provides sufficient flexibility through electives so that emphasis in (1) metamorphic and igneous geology, (2) stratigraphy, paleobiology and sedimentology, or (3) oceanography and marine geology is possible. Some of the above courses will be taken at the various sites of the New Jersey Marine Science Consortium.



# ADMISSION REQUIREMENTS

Prior to matriculation the student should have completed a subject matter background of at least twenty-four semester hours in the area of specialization, as well as sufficient background, in related sciences and basic mathematics. In cases of a weak undergraduate background, prerequisite courses, not for graduate credit, may be assigned.

Candidates must fulfill the other criteria for graduate matriculation as listed in this bulletin (Admission to Graduate Study). Each candidate's background and credentials must be approved by the graduate advisor for the department.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN GEOSCIENCE

Thirty-two semester hours are required, of which up to eight may be at the 400 level. Additional 400 level courses will not be given credit without written approval of the department graduate advisor. Additional hours may be required to compensate for any deficiencies in the applicant's undergraduate record.

Degree candidates employed in the field of education may use six semester hours of free electives for graduate courses in the area of professional education.

				Semester Hours
I.	Required Courses (one from each group)			9-12
	A.			
		GEOS	537 Biostratigraphy of New Jersey	4
		GEOS	533 Advanced Invertebrate Paleobiology	4
		GEOS	530 Paleocology	3
	B.			
		GEOS	503 Advanced Physical Geology	4
		GEOS	504 Advanced Historical Geology	3
		GEOS	571 Geophysics	3
	C.			
		GEOS	543 Advanced Mineralogy	3
		GEOS	546 Petrography	4
		GEOS	545 Optical Mineralogy	4
II.	Geoscience Electives			10-13
III.	Research			
		GEOS	695 Thesis	4
IV.	Free Electives			6
V.	Comprehensive Examination			

Minimum: 32 semester hours

# GEOSCIENCE

## Course Descriptions

## Semester Hours

### **GEOS 502 THE DYNAMIC EARTH 4**

Origin, evolution and history of the earth. Internal and external processes by which minerals and rocks form and are modified. Interpretation of rock features and structures and significance of the fossil record. Plate tectonics, geomorphology, oceanography, and meteorology. The course is conducted at a more rigorous level than introductory, undergraduate courses. Research project and field trips are required. (3 hours lecture; 2 hours lab)

*Prerequisites: Undergraduate degree in science or mathematics or permission of the instructor. (Not open to graduates of a geology or geoscience program.)*

### **GEOS 525 ENVIRONMENTAL GEOSCIENCE 3**

In-depth study of the relationships between man and the physical environment of atmosphere, hydrosphere and lithosphere. Particular attention to problems of mineral resource and fossil-fuel depletion; pollution of air, water and soils and waste disposal and recycling, simple computer modeling of environmental situations. (3 hours lecture)

*Prerequisite: Graduate standing in either the Environmental Studies-Physical or Geoscience Program, or instructor's permission.*

### **GEOS 530 PALEOECOLOGY 3**

Distribution and association of fossils as interpreted from the evidence presented in the geologic record. Detailed paleoecological field study made of selected faunal assemblages. (2 hours lecture; 2 hours lab)

*Prerequisite: Course in invertebrate paleobiology.*

### **GEOS 533 ADVANCED INVERTEBRATE PALEOBIOLOGY 4**

Fossil invertebrates with emphasis on their evolutionary, paleoecologic and stratigraphic significance. Laboratory and field work stress collecting, preparation, identification, curatorial and faunal analysis techniques. Required field trips. (3 hours lecture; 2 hours lab)

*Prerequisite: Course in invertebrate paleobiology or undergraduate Biology major or permission of instructor.*

### **GEOS 538 SEDIMENTARY PETROGRAPHY 4**

The interpretative study of the structures, textures, composition and genesis of sedimentary rocks. Laboratory analyses of sediments and sedimentary rocks by optical, mechanical and chemical methods and the graphical representation of the resultant data.

*Prerequisites: Course in stratigraphy and optical mineralogy.*

### **GEOS 543 ADVANCED MINERALOGY 3**

Chemical and physical principles as applied to minerals. Detailed study of representative minerals from the various families. Advanced techniques will be performed by the student. Field trips. (2 hours lecture; 2 hours lab)

*Prerequisites: Course in mineralogy.*

**GEOS 575 GEOCHEMISTRY****3**

Chemical laws and principles applied to the earth, chemical composition of the earth, distribution and relative abundance of the elements. Radioactive materials, atmospheric precipitation of geochemicals, the geochemistry of polluted water (including solid and liquid wastes), study of meteorites. Required field trips. (3 hours lecture)

*Prerequisites:* General chemistry, petrology.

**GEOS 578 IGNEOUS AND METAMORPHIC GEOLOGY****4**

The interpretive study of igneous and metamorphic rocks in detail with the aim of properly identifying and naming the rocks and interpreting their history: rock suites from classical areas. Required field trips. (3 hours lecture; 2 hours lab)

*Prerequisites:* Courses in petrology and optical mineralogy.

**GEOS 592 SPECIAL PROBLEMS IN GEOSCIENCE****1-4**

Independent research project to be performed by the student under faculty guidance.

*Prerequisite:* Matriculation for the M.A. degree in Geoscience or permission of Geoscience faculty.

**GEOS 695 THESIS****4**

In-depth field, laboratory and library investigation of a problem in the area of the student's interest in geoscience; results will be presented in oral and written form culminating in a written thesis. Offered at the New Jersey Marine Sciences Consortium.

*Prerequisite:* Matriculation for the M.A. degree in geoscience.

**PHMS 598 SPECIAL PROBLEMS IN THE MARINE SCIENCES****1-4**

An opportunity for the qualified graduate student to do research in a field of marine science selected under the guidance of a professor. Open only to graduate students who have indicated a potential for original thinking. Also offered at the site of the New Jersey Marine Sciences Consortium.

*Prerequisites:* Graduate standing in natural or social science and permission of the departmental graduate advisor.

## HEALTH PROFESSIONS

*Chairperson and Graduate Advisor: Dr. Harry H. Hoitsma*

The Department of Health Professions prepares professionals for careers in health education and various selected areas of the health professions. The graduate program leads to a Master of Arts degree in health education. Advanced study is provided to candidates engaged in, or seeking, positions in the broad and expanding spectrum of the health professions in the school, community, business and industrial sectors, the media and various other segments of the health care delivery system.

The curriculum provides a foundation of required coursework which is complemented by a wide array of health professions electives, interdisciplinary coursework and varied educational experiences afforded by diverse instructional



approaches. Advancements in the scientific realm combined with practical applications address our contemporary health problems. There is a definite research focus within the program. Students are provided with the option of either conducting a study on a pertinent health topic – (in the form of a thesis or research project) – or completing a broader-based research seminar. Special student interests, academic objectives and professional goals can be accommodated on an individualized basis. Students must complete a minimum of 32 semester hours and pass a written comprehensive examination.

## POSSIBLE AREAS OF EMPHASIS FOR DEPARTMENTAL ELECTIVES

Candidates may select departmental electives within the Master of Arts program in health education from among the following areas:

- Human Sexuality
- Health Program Administration
- Health Promotion
- Gerontology
- School Health
- Environmental and Public Health (prepares candidates for NJ State Health Officer's Examination)

## ADMISSION REQUIREMENTS

All candidates must meet the basic admission requirements for graduate study at Montclair State. The completion of a major in health education from an accredited college or university is preferred. Candidates with degrees in closely related areas will be considered, although prematriculation coursework may be required. Applicants with a minor or less preparation in health education must complete designated coursework prior to matriculation. Students with a major in health education may also be required to undertake additional coursework where academic deficiencies are apparent.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN HEALTH EDUCATION

			Semester Hours
I.	Required Course .....		15
	HLTH	503 Research Methods in Health .....	3
	HLTH	528 Evaluation in Health .....	3
	HLTH	526 Curriculum Development in Health .....	3
	HLTH	535 History and Foundations of Health I .....	3
	HLTH	601 Research Seminar in Health .....	3
		(plus an additional 3 semester hours health professions course)	
		or	
	HLTH	603 Research Project in Health .....	3

- II. Selected Health Professions Coursework ..... 9  
 The selection of coursework in this area will be determined through careful identification of the academic and professional goals of the student and will pertain to the major thrust of the candidate within the broad parameters of the health education field. See possible areas of emphases listed on previous page; consult with the graduate advisor.  
     HLTH 530 Health Issues Seminar ..... 3  
     (This course is recommended but not required prior to the comprehensive examination.)
- III. Electives ..... 8
- IV. Comprehensive Examination  
 All matriculated students for the MA in Health Education who have completed 15 semester hours or more of health professions coursework, are eligible to take the Written Comprehensive Examination. Candidates are required to complete *any* three items chosen from among five provided in areas of: *research methods, evaluation, history, basic issues* and *curriculum*. Students retaking any item of the examination may respond to the item area they originally failed or they may employ the option of selecting any other item(s) not previously taken. The examination is scheduled in January and June of each year: prior registration is necessary through completion of applications available in the departmental offices. Candidates are limited to three attempts in completing the examination. There are no exceptions to this requirement.
- Note:**
- No more than two of the following 400-level courses may be taken for credit applicable to this master's degree:
 

HLTH 411 School Health and Community Services .....	3
HLTH 430 Health Counseling .....	3
HLTH 440 Health Aspects of Aging .....	3
HLTH 442 Health Promotion in the Workplace .....	3
HLTH 445 Perspectives on Death .....	3
HLTH 460 Systems of Health Care Delivery .....	3
HLTH 470 Patient Education .....	3
HLTH 490 Ethics in Health Care .....	3
HLTH 491 Health Education and the Computer .....	3
  - The department provides opportunity for membership in Eta Sigma Gamma, a national health science honorary society.

## HEALTH PROFESSIONS

Course Descriptions	Semester Hours
<b>HLTH 502 DETERMINANTS OF ENVIRONMENTAL HEALTH</b>	<b>3</b>

Advanced study of health and safety aspects of the environment: air, water, industrial pollution and the impact of expanding population on health problems.

*Prerequisite: Courses in similar field or permission of instructor.*

**HLTH 503 RESEARCH METHODS IN HEALTH 3**

Theoretical and practical experiences in methods of inquiry, designing of research studies, utilization of various tools for gathering data, statistical analysis of data, and writing of research proposals.

*Prerequisite: HLTH 528 or permission of instructor.*

**HLTH 505 SCHOOL HEALTH PROGRAM MANAGEMENT 3**

Examines management theory and practices applicable to school health programs. Historical developments and philosophical issues are also reviewed. Includes management techniques, staffing patterns, accounting procedures and evaluation methods essential for the successful school health program.

*Prerequisite: A basic course in school or community health or permission of instructor.*

**HLTH 510 HEALTH EDUCATION WORKSHOP I 1-3**

For teachers of health education; deeper understanding of subject matter, current methods and techniques for the classroom, and considerations for curriculum development.

**HLTH 511 BIOMEDICAL AND SOCIAL PERSPECTIVES 3**  
**ON DRUGS**

Examines the complex biomedical and social dimensions of contemporary drug use, emphasizing a broad spectrum of health consequences. Provides comprehensive view of the historical and social aspects of drug use, and an analysis of selected major issues presented by our current problems with drugs.

*Prerequisite: Undergraduate course in the study of alcohol and other drugs or permission of instructor.*

**HLTH 512 ALCOHOL WORKSHOP 3**

A process-oriented experience planned to enrich and synthesize understanding of selected physiological, psychosocial, medical, legal, economic and safety factors associated with alcohol use and abuse. Attention is focused on education, prevention, treatment and rehabilitation techniques and the study of existing programs.

*Prerequisite: A basic course in drug/alcohol problems or permission of instructor.*

**HLTH 513 DRUG ABUSE SEMINAR 3**

Provides seminar setting for concentrated study of selected aspects of contemporary drug problems. Emphasizes major health issues emerging from recent biomedical and societal developments; includes consideration of rehabilitative and treatment approaches, utilizing pertinent sources of information and current research literature.

*Prerequisite: A basic course in drug abuse problems or permission of instructor.*

**HLTH 514 SEXUALLY TRANSMITTED DISEASES 3**

In-depth study of determinants of sexually transmitted diseases, their impact on the individual and society, and the special medical, psychological, and social problems which they generate.

**HLTH 516 SELECTED DEVELOPMENTS IN COMMUNITY 3**  
**HEALTH**

Entails use of seminar approach for in-depth analysis of selected developments in community health. Topics will vary according to class interest and timeliness of issue, but might include, among others, radon, adolescent suicide, and control and prevention of AIDS.

*Prerequisite: Courses in similar field or permission of instructor.*



**HLTH 526 CURRICULUM DEVELOPMENT IN HEALTH EDUCATION**

**3**

Nature and construction of comprehensive health education curricula, elementary grades through senior high school. Recommended for health education majors only.

*Prerequisite: Basic course in health education and basic course in methods of teaching health education.*

**HLTH 528 THE EVALUATION OF HEALTH**

**3**

Provides for an in-depth study of the theories and principles of measurement and evaluation and their application to the field of health education. The theoretical foundations and the practical considerations for proper selection, development and administration of various measuring instruments, and the analysis of their results constitute the focal points of the course.

*Prerequisite: A basic course in statistics or in tests and measurement.*

**HLTH 530 HEALTH ISSUES SEMINAR**

**3**

Provides seminar setting for concentrated study of selected major contemporary health issues. A minimum of five topical areas are presented for analysis and interpretation through extensive readings, pertinent written projects, and directed oral communication.

*Prerequisite: Study in health-related field or permission of instructor.*

**HLTH 531 INDEPENDENT STUDY IN HEALTH**

**1-4**

Under the direction of departmental faculty member. Semester hours determined by the department chairperson following consultation with departmental research committee.

*Prerequisite: Majors only.*

**HLTH 532 AIR POLLUTION**

**3**

A consideration of the diverse factors contributing to air pollution, the physiological responses of critical organs to air pollutants, public health and economic implication, air pollution control standards and legislation, and principles of monitoring devices.

*Prerequisites: Year courses in college chemistry, and mammalian anatomy and physiology.*

**HLTH 535 HISTORY AND FOUNDATIONS – HEALTH I**

**3**

Comprehensive historical study of our continual struggle against the forces of disease and infirmity. Includes health and medical practices of primitive peoples, ancient civilizations, the Middle Ages, and the renaissance.

*Prerequisite: Majors only or instructor's permission.*

**HLTH 540 SELECTED TOPICS IN MENTAL HEALTH**

**3**

Entails use of seminar approach for in-depth analysis of selected topics in mental health. Topics will vary according to class interest, but will include, among others, stress, labeling, racism, sexism, and ageism.

*Prerequisite: A basic course in mental health or psychology.*

**HLTH 545 STRESS AND ILLNESS**

**3**

Provides for an in-depth study of the relationship between stress and illness. In the process of exploring this relationship, the major sources of stress are identified and their psychosocial determinants and their impact on health are analyzed and discussed. The mechanism of coping with stress and the strategies for reduction and prevention of stress are also studied and critically evaluated.

*Prerequisite: HLTH 540.*

**HLTH 550 FUNDAMENTALS OF GERIATRICS 3**

A study of the health and well-being, as well as the diseases, of the aged. Individual and community attitudes as they affect the health status of the gerian are examined. Contemporary topics such as changing physiology, mental health, sexuality, health maintenance, terminal care and death as they relate to the aged are also investigated.

**HLTH 551 SELECTED TOPICS IN GERONTOLOGY 3**

Entails use of seminar approach for in-depth analysis of selected topics in gerontology. Topics will vary according to class interest, but will include, among others, ageism, health problems, loss and diminishment, homelessness and terminal old age.

*Prerequisite: HLTH 440.*

**HLTH 560 HUMAN DISEASES 3**

Presents a contemporary view of the major infectious and chronic/degenerative diseases with an emphasis on the principles of causation, process, diagnosis, prevention, and management. Important past and present medical developments are discussed in the context of continuing change, methods and inferences of epidemiologic investigation are studied and the implications of ongoing research are considered. Concludes with an instructional component which addresses methodology and disease specific information resources.

*Prerequisite: A basic course in biology.*

**HLTH 565 FOUNDATIONS OF EPIDEMIOLOGY 3**

Provides an understanding of the epidemiologic method of identifying disease-causing agents. Emphasizes the generation of hypotheses based on descriptive epidemiologic data, the testing of hypotheses by analytical epidemiologic research design, the determination of causality and value of epidemiologic research in developing disease prevention programs.

**HLTH 570 HUMAN SEXUALITY II 3**

This course is designed for students who seek knowledge of the ethical, moral, psychological and biological concepts in human sexuality.

*Prerequisite: HLTH 290.*

**HLTH 575 THE TEACHING OF HUMAN SEXUALITY 3**

Provides for the study of instructional methodologies and resource materials pertaining to human sexuality education. Emphasizes curriculum development, teaching plans, resource selection and the role of the teacher in school and community setting.

*Prerequisite: HLTH 570.*

**HLTH 576 FAMILY PLANNING EDUCATION 3**

Provides students with an in-depth study of family planning education. Topics include history, methods of birth control, process of decision making, family planning services and methods and materials for family planning education.

*Prerequisite: A basic course in human sexuality or equivalent.*

**HLTH 580 HEALTH POLICY AND POLITICS 3**

Provides for the study of politics of health care, health policy issues and the health care delivery system. Special emphasis is placed on health policy as it has evolved in response to sociopolitical and economic factors and expected future trends.

**HLTH 585 ORGANIZATION AND ADMINISTRATION OF HEALTH CARE FACILITIES 3**

Analyzes organization and administration of health care facilities. Topics include nature of health care facilities, managerial processes, institutional staffing and productivity, social responsibilities, techniques of managerial innovation, funding sources and health facility legislation. Provides practical applications of relevant theory.

**HLTH 586 HEALTH CARE FACILITIES AND SERVICES FOR THE AGED 3**

An intensive study of the various health care facilities and services for the aged. Emphasizes the functions, administrative structure, and financing of these facilities, and explores accessibility, distribution of services, utilization patterns, financial assistance plans and health manpower. Trends in health care facilities and services for the aged are also discussed.

*Prerequisite: Health Aspects of Aging or equivalent.*

**HLTH 588 PLANNING AND EVALUATION OF HEALTH PROGRAMS 3**

Provides for the study of the processes and techniques of program planning, program implementation and program evaluation from a community health perspective, utilizing material from the related disciplines of epidemiology, sociology, psychology, anthropology, and social work.

*Prerequisite: School and Community Health Program or equivalent.*

**HLTH 601 RESEARCH SEMINAR IN HEALTH 3**

Provides intensive study of the entire spectrum of research literature in the health professions field. Includes opportunities for analysis and critique of selected research studies and synthesis of research findings for theoretical and practical application.

*Prerequisites: HLTH 528 and HLTH 503 or ELRS 503.*

**HLTH 603 RESEARCH PROJECT IN HEALTH 3**

Provides an intensive research experience for master's degree candidates in health education. It reflects the culmination of coursework and involves the completion of a research document. All candidates must satisfactorily complete an oral examination based on the research experience.

*Prerequisite: Successful completion of the departmental written comprehensive examination, HLTH 503, 528.*

## **HOME ECONOMICS**

*Chairperson: Dr. Elaine Flint*

*Graduate Advisor: Dr. Karen I. Todd*

The graduate program in Home Economics offers four professional emphases: Home Management/Consumer Economics, Family Life Education, Family Relations/Child Development, and Home Economics Education.

The program is designed to provide students with advanced study needed for college and university teaching, for leadership positions in various professions in



business, for social welfare agencies, for public school and adult education programs, for research, and for extension service.

## ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State. An individual program of study is developed for each student depending on professional goals and educational background.

Students lacking adequate preparation may be required to take additional courses at the undergraduate level as prerequisite to graduate study.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN HOME ECONOMICS

**Semester  
Hours**

I.	Required Courses .....	12-13
	HECO 507 Research in Home Economics .....	3
	HECO 509 Research Seminar or HECO 600 Thesis .....	3 or 4
	HECO 540 Interdisciplinary Study of the Family .....	3
	HECO 590 Contemporary Issues in Home Economics .....	3
II.	Professional Emphasis .....	9-15
	Select from one of the following groups:	
	A. Home Management/Consumer Economics	
	HECO 530 Consumer Behavior .....	3
	HECO 531 Family Financial Problems .....	3
	HECO 532 Family and Consumer Economics .....	3
	HECO 535 Consumer and Family Law .....	3
	HECO 570 The Management of Family Resources .....	3
	HECO 448 Family Counseling .....	3
	HEED 403 Consumer Education Techniques .....	3
	B. Family Life Education	15
	HECO 503 Program Development in Family Life Education .	3
	HECO 514 Child in the Family .....	3
	HECO 542 Dynamics of Family Interaction .....	3
	HECO 570 Management of Family Resources .....	3
	HLTH 570 Human Sexuality II .....	3
	or	
	PSYC 542 Topics in Human Sexuality .....	3
	An Independent Study in Parenting Skills and Resources or an Independent Study in Ethical Issues in Sexuality and Family may be arranged.	
	C. Family Relations/Child Development	
	HECO 503 Program Development in Family Life Education .	3
	HECO 514 The Child in the Family .....	3
	HECO 542 Dynamics of Family Interaction .....	3
	HECO 544 Intercultural Study of the Family .....	3
	HEFM 445 The Inner City Family .....	3
	D. Home Economics Education	
	HECO 501 Seminar in Home Economics Education .....	3

	HECO 503 Program Development in Family Life Education .	3
	HECO 506 Supervision of Home Economics .....	3
	HEED 403 Consumer Education Techniques .....	3
III.	Home Economics Electives .....	3-9
	To be selected from approved Home Economics courses.	
IV.	Electives Outside the Department .....	3-9
V.	Comprehensive Examination, both oral and written to be taken after completing 24 semester hours of graduate study. Students must apply to the graduate advisor at the beginning of the semester in which the exams will be taken. The comprehensive examination is given each Fall and Spring semester.	
VI.	Candidates who choose to write a thesis will register for HECO 600 for four semester hours credit in lieu of HECO 509 Research Seminar. The comprehensive exam is waived. A thesis defense is required upon the completion of the thesis before the candidate's graduate Thesis Committee.	

Minimum: 33 semester hours

## HOME ECONOMICS

	Course Descriptions	Semester Hours
<b>HECO 501</b>	<b>SEMINAR HOME ECONOMICS EDUCATION</b>	<b>3</b>
	Identification of the issues in home economics education at all levels. Trends are analyzed as a basis for managing change in curriculum and instruction. Each participant will design a project and plans for implementation. <i>Prerequisite: Graduate status.</i>	
<b>HECO 503</b>	<b>PROGRAM DEVELOPMENT IN FAMILY LIFE EDUCATION</b>	<b>3</b>
	Analysis of the development of family living programs in public schools and other agencies. Current problems, practices, and trends. Designing and planning for the implementation of innovative programs. <i>Prerequisite: Graduate status.</i>	
<b>HECO 507</b>	<b>RESEARCH IN HOME ECONOMICS</b>	<b>3</b>
	Designed to provide basic research and statistical literacy so that the student can develop a research proposal in its entirety in any one area of home economics. <i>Prerequisite: HECO 304 or equivalent course; graduate matriculation; majors only.</i>	
<b>HECO 508</b>	<b>INDEPENDENT STUDY</b>	<b>1-3</b>
	An opportunity to study in-depth, areas of home economics which are not offered in the regular curriculum. Approval of department chairperson required. <i>Prerequisite: Instructor's permission; graduate status required.</i>	
<b>HECO 509</b>	<b>RESEARCH SEMINAR</b>	<b>3</b>
	Carrying out a research study on specific problems of limited scope. Work may be taken in the following areas: child and family, family and consumer studies, family housing, foods, nutrition, textiles, clothing or home management. <i>Prerequisite: HECO 507; graduate matriculation; majors only.</i>	

**HECO 514 CHILD IN THE FAMILY 3**

An intensive study of the theories and research related to child rearing techniques. Analysis of factors influencing parental practices and their effects on the child.

*Prerequisite: Graduate status.*

**HECO 530 CONSUMER BEHAVIOR 3**

Investigating consumer behavior from the consumers' perspective. Emphasis on individual perception, motivation, learning, and personality as well as family organization, social class, subcultures and national economic trends.

*Prerequisite: Graduate status.*

**HECO 531 FAMILY FINANCIAL PROBLEMS 3**

Study of families with financial concerns and crises. Emphasis on effective use of money to meet families' life styles and alleviate problem areas.

*Prerequisite: Graduate status.*

**HECO 532 FAMILY AND CONSUMER ECONOMICS 3**

Study of families and consumers from economic perspectives in society. Emphasis on broad implications of economic practices and policies for various groups of families as they function in the marketplace.

*Prerequisite: Graduate status.*

**HECO 535 CONSUMER AND FAMILY LAW 3**

Laws and policies of institutions which affect family function, relationships and welfare.

*Prerequisite: Graduate status.*

**HECO 540 INTERDISCIPLINARY STUDY OF FAMILY 3**

Contributions which various academic disciplines (history, anthropology, biology, economics, as well as psychology and sociology) make toward a more comprehensive understanding of family life.

*Prerequisite: Graduate status.*

**HECO 542 DYNAMICS OF FAMILY INTERACTION 3**

Critical review on concepts and theories, both psychological and sociological, currently used in understanding patterns and problems of family relationships.

*Prerequisite: Graduate status.*

**HECO 544 INTERCULTURAL STUDY OF FAMILY 3**

Analytical study of cross cultural regularities and differentials in family structures. Functions and impact of social change on family values and patterns. Varied conceptual approaches to the study of family as well as a broad acquaintance with empirical studies and research.

*Prerequisite: Graduate status.*

**HECO 570 MANAGEMENT OF FAMILY RESOURCES 3**

Family as a decision-making unit. Directing its resources for more effective living. Philosophical, psychological, sociological and economic trends which have a direct influence on family's ability to maximize its resource potential and utilization.

*Prerequisite: Graduate status.*

**HECO 580 NEW FINDINGS IN NUTRITION 3**

Recent developments in nutrition and a critical review of fundamentals.

*Prerequisite: Graduate status.*



**HECO 583 NUTRITIONAL ASPECTS OF FOOD  
PROCESSING AND HANDLING**

**3**

A course designed to study the theory and practice of evaluating food processing from a nutritional standpoint and to compare food availability with the effects that various kinds of processing have on nutrient content. This course is appropriate for graduate students and selected seniors in food and nutrition, food service management, biology, chemistry, and health sciences.

*Prerequisites: Undergraduate study in organic chemistry, nutrition, food principles or approval of instructor.*

**HECO 590 CONTEMPORARY ISSUES IN HOME  
ECONOMICS**

**3**

A seminar dealing with issues in home economics with special emphasis on designing programs for social change.

*Prerequisites: Graduate matriculation and 20 semester hours in graduate program; majors only.*

**HECO 600 THESIS IN HOME ECONOMICS**

**4**

Individual research selected under advisement of a faculty committee. An oral exam by the committee follows the completion of the project. Required for registration: written permission from major faculty advisor of the research, and department chair; graduate matriculation.

*Prerequisites: HECO 507 and instructor's permission.*

## **LINGUISTICS**

*Chairperson: Dr. Alice F. Freed*

Students seeking certification in Teaching English as a Second Language may take the courses listed below to satisfy state requirements. Students in other programs may elect Linguistics courses with their advisor's prior approval.

## **LINGUISTICS**

<b>Course Descriptions</b>		<b>Semester Hours</b>
<b>LNGN 520 APPLIED LINGUISTICS IN MINORITY EDUCATION</b>		<b>3</b>
The applications of linguistics, psycholinguistics, and sociolinguistics to the teaching of languages. Topics include second-language teaching, teaching standard English to speakers of non-standard English, and the teaching of reading and writing.		
<b>LNGN 540 LANGUAGE AND CULTURE IN MINORITY EDUCATION</b>		<b>3</b>
Intended to develop an awareness in the student of the intimate connection between language, culture, and ethnic pride and identity. Study of the communication problems of bilingual children due to differences in the verbal and nonverbal patterns of communication; survey of the various instructional methods and models employed in teaching children from different linguistic and cultural backgrounds; study of the correlation between language and socio-economic class.		

# MATHEMATICS AND COMPUTER SCIENCE

*Chairperson: Dr. Kenneth C. Wolff*

*Graduate Advisor: Dr. Helen M. Roberts*

The Department of Mathematics and Computer Science offers master's degrees in Mathematics and Computer Science. The MA in Mathematics is offered with four different concentrations. The MA in Computer Science is offered as well as an MA in Computer Science with two different concentrations.

## MASTER OF ARTS DEGREE IN MATHEMATICS

The Master of Arts degree in Mathematics can be taken with concentrations in computer science, mathematics education, pure and applied mathematics, or statistics. Concentrations consist primarily of taking four to six courses in the area of the concentration. The master's degree in mathematics with a computer science concentration differs from the MA degrees in computer science, which are described below. The concentrations in computer science, pure and applied mathematics, and statistics provide students with the advanced material needed for positions of leadership in business, industry and government as well as for teaching at the high school and community college level. The concentration in mathematics education will upgrade the skills of teachers and offers a special combination of courses in mathematics, mathematics education and mathematics education with computer science. All the concentrations prepare students to pursue doctoral degrees.

At present, out of the 33 full-time faculty members in the Department, 18 of the faculty are teaching graduate courses in pure and applied mathematics, mathematics education and statistics. Our curriculum in applied mathematics, statistics and mathematics education has integrated modern methods of computing. The special interests of the faculty include algebra, analysis, applied statistics, chaos theory, combinatorics, graph theory, logic, mathematical modeling, mathematics/computer science education, methods and techniques of teaching mathematics, modeling in the biological, chemical and physical sciences, operations research, problem solving, representation theory, and statistical computing and graphics. Our faculty in mathematics education are known throughout the United States.

# ADMISSION REQUIREMENTS

The candidate for the Master of Arts degree in Mathematics must present an undergraduate major of at least 30 semester hours in mathematics from an accredited institution. Courses in a related area that have a substantial mathematics content may be submitted toward this requirement. Candidates whose undergraduate preparation is deficient in either depth or breadth will be required to complete certain prerequisites which will not carry graduate credit. All students must meet the admission requirements for graduate study at Montclair State.

A candidate for the Master of Arts degree in Mathematics must consult the graduate advisor of the department before matriculation since the choice of graduate courses should be adjusted to the level of preparation in undergraduate work. The student's work program (course requirements of a minimum of 33 semester hours) is prepared in consultation with the graduate advisor. Up to 6 semester hours can be taken at the 400 level. In order to be awarded a Master of Arts degree in Mathematics, a student will be required to have an overall 3.0 grade point average, as well as a 3.0 grade point average for courses taken in the Department of Mathematics and Computer Science. In addition a student must pass a comprehensive examination. The content of the examination is based on the degree option chosen. Students are required to have a 3.0 grade point average in order to be eligible to take the comprehensive examination.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN MATHEMATICS

### MA Mathematics Computer Science Concentration

	Semester Hours
I. Computer Science Courses .....	12
Three courses selected from:	
CMPT: 580, 581, 583, 586	
One additional course selected from:	
CMPT: 570 to 597, or MATH: 560	
II. Mathematics Electives .....	15
Courses selected from:	
MATH: 520 to 569, 580 to 595	
MATH: 420 to 469	
At least 12 semester hours must be at the 500 level. MATH: 425, 426, either 431 or 436 and either 440 or 443 must be taken if equivalent courses have not been taken previously.	
III. Free Electives .....	6
IV. A comprehensive examination in Computer Science and a subspecialty selected from Algebra, Analysis or Statistics. The subspecialty dictates the choice of some of the Mathematics Electives.	



## MA Mathematics Mathematics Education Concentration

- I. Mathematics Education ..... 12  
Four courses selected from:  
MATH: 510 to 517\*, 570 to 579  
with at least one course selected from each of the following three groups:  
Group A MATH: 570, 571, 572, 573  
Group B MATH: 515, 574, 575, 579  
Group C MATH: 512, 513, 514\*, 516\*, 517\*
- II. Mathematics and/or Computer Science Electives ..... 15  
Five courses selected from:  
Algebra: MATH: 431, 531, 532, 535, 536  
Analysis: MATH: 425, 426, 521, 522, 525, 526  
Applied Mathematics Continuous:  
MATH: 420, 560\*, 564, 566, 568  
Applied Mathematics Discrete: MATH: 569, 580, 581, 584  
Computer Science:  
CMPT: 570 to 597, MATH: 514\*, 516\*, 517\*, 560\*  
Geometry: MATH: 428, 450, 551, 554, 555  
Statistics: MATH: 440, 441, 443, 540 to 549  
Courses must be taken in at least 3 of these 7 areas. At least 9 semester hours must be at the 500 level. MATH: 425 and 431 must be elected if equivalent courses have not been taken previously.
- III. Free Electives ..... 6
- IV. A comprehensive examination in Mathematics Education (based on courses in Groups A and B above) and a subspecialty selected from Algebra, Analysis, Computer Science or Statistics. The subspecialty dictates the choice of some of the Mathematics and/or Computer Science Electives.

\*MATH: 514, 516, 517 and 560 even though listed in two areas may only count for credit in one of the two areas.

## MA Mathematics Pure and Applied Mathematics Concentration

- I. Pure Mathematics ..... 12  
Algebra: MATH: 531-532 or MATH: 535-536  
Analysis: MATH: 521-522 or MATH: 525-526
- II. Applied Mathematics ..... 6  
Two courses selected from:  
MATH: 560, 564, 580, 581, 584
- III. Mathematics and/or Computer Science Electives ..... 15  
In addition to any of the remaining courses listed above, any of the mathematics courses numbered 520 to 569, 580 to 595, including but not limited to:  
MATH: 540, 541, 548, 566, 568, 569, may be selected.  
Alternative electives (e.g. MATH: 420 to 469, CMPT: 570 to 597) are encouraged with prior written approval of the graduate advisor.  
MATH: 425-426 must be elected if equivalent courses have not been taken previously.

IV. A comprehensive examination in Algebra, Analysis and Applied Mathematics.

**MA Mathematics  
Statistics Concentration**

- I. Statistics Courses ..... 12  
MATH: 541, 543, 544, 548
- II. Mathematics and/or Computer Science Electives ..... 15  
Courses selected from:  
MATH: 520 to 569, 580 to 595  
CMPT: 570 to 597  
MATH: 420 to 469  
At least 12 semester hours must be at the 500 level. MATH: 425, 426 and either 440 or 443 must be taken if equivalent courses have not been taken previously.
- III. Free Electives ..... 6
- IV. A comprehensive examination in Statistics and a subspecialty selected from Algebra, Analysis or Computer Science. The subspecialty dictates the choice of some of the Mathematics and/or Computer Science Electives.

**MASTER OF ARTS DEGREE IN  
COMPUTER SCIENCE**

The Department of Mathematics and Computer Science offers a Master of Arts degree in Computer Science, Master of Arts degree in Computer Science with a concentration in Applied Statistics or Applied Mathematics, and a Master of Arts degree in Mathematics with a concentration in Computer Science.

The graduate program in computer science is designed for students interested in pursuing computer science theoretically as well as practically at an advanced level. The option of taking concentrations within the MA in Computer Science allows for the study of complementary areas that are computer intensive. (Concentrations within the MA in Computer Science are discussed below.) The program is designed to emphasize the foundations and concepts of computer science as well as to introduce students to the newly developing areas of computer science. The program develops concepts rather than routine programming skills. Students are prepared for professional work in the design and implementation of software systems, data base systems, operating systems, artificial intelligence, expert systems, graphics, simulation and algorithms for discrete and continuous structures that will aid in the solution of problems encountered in the scientific and business sector. The curriculum is designed to allow students to develop skills needed to achieve leadership positions in business, industry, and government in computer science or related fields where computer science has become an important tool. The program is also designed to prepare teachers of computer science at the middle school, high school and two year college levels.

In addition to offering the MA in Computer Science, the Department of Mathematics and Computer Science also offers an MA in Computer Science with concentrations. Concentrations in Computer Science consist of taking 3 courses in a specialized area complementary to computer science, or a computer intensive

area. Concentrations in Applied Statistics and Applied Mathematics are available options.

The graduate program in computer science began in 1978. At present, out of the 33 full-time faculty members, 11 members of the department are teaching computer science courses. The special interests of the faculty include algorithms, artificial intelligence, automata theory, chaos theory, complexity theory, data bases, expert systems, graphics, machine organization, architecture and hardware, management information systems, neural networks, operating systems, program verification and telecommunications. The department has the advantage of having professional computer scientists as both faculty and visiting specialists. The visiting specialists are drawn from the aerospace, chemical, computer and pharmaceutical industries. This mix of faculty affords the students the opportunity to obtain an education in both the practical and theoretical aspects of computer science.

Computer facilities comprise access to a VAX cluster, several standalone VAX microcomputers, and a SUN Local Area Network. MSCnet, an Ethernet Local Area Network, extends to most of the campus buildings and links us to the NSFnet and the Internet via a 56Kbps line to the JvNC Regional Research Network, allowing communication to colleges and universities around the world. Computing power on campus is provided by a VAX 6310, a VAX 8200, a VAX 3500 and a microVAX with four LSI/11 micros connected to it. These VAX's may be accessed from the VAX laboratory that contains a variety of DEC terminals or via the MSCnet from numerous remote sites. Software packages available through the VAX system include ADA, IMSL MATH/PROTRAN, LISP, Matrix, MAPLE, Minitab, PROLOG, and SAS. A network of SUN Microsystems' file servers, compute servers and individual workstations is operating under UNIX. Software packages available on the SUN network include SAS, S-Plus, Sun Write Paint and Draw, The Publisher, Simple Plot and the usual language compilers. The SUN network is also connected to MSCnet. A laboratory of Macintosh SE's and a laboratory of IBM PS/2's are available for student use. Outside dialups to MSCnet are available.

The MA in Computer Science, as well as the MA in Computer Science with a concentration in Applied Statistics or Applied Mathematics are all 33 credit programs. The computer science faculty has developed a sequence of courses that constitute a prerequisite program for students not having the appropriate background in computer science and/or mathematics (this program is discussed below). Upon satisfactory completion of the prerequisite program these students are admitted to the master of arts program.

## ADMISSION REQUIREMENTS

1. Applicants must possess a bachelors degree from an accredited institution with either:
  - a. A major in computer science or mathematics
  - b. A major in science or engineering
  - c. Another major with an overall cumulative grade-point average of 3.0 (B) or other indications of the ability to complete the program.
2. Applicants must have taken at least 15 undergraduate mathematics credits including calculus, linear algebra, probability and discrete mathematics. Deficiencies in mathematics can be rectified by taking MATH: 501, 502, 503,



which are accelerated Mathematics courses. When required, these will be “prerequisite courses” on the graduate work program. The sequence of prerequisites requires one year to complete, i.e., Fall, Spring and Summer semester.

3. Applicants must
  - a. have knowledge of data structures and
  - b. be proficient in the following computer programming languages:
    - i) FORTRAN or Pascal or PL/I
    - ii) Assembly Language

A two-semester course sequence in a language or one year’s programming experience in industry will suffice for each of these requirements. Deficiencies in computer science can be rectified by taking CMPT: 505, 506, 507. These are accelerated computer science courses designed for the student to master the necessary concepts for the graduate program rather than just routine programming skills. When required these will be listed as “prerequisite courses” on the graduate work program. The sequence requires one year to complete, i.e., Fall, Spring, and Summer semester.

Applicants satisfying admission requirements but needing to make up work in the fundamentals of Mathematics and/or Computer Science (MATH: 501, 502, 503 and CMPT: 505, 506, 507) are granted deferred matriculation. Upon completion of the necessary courses with a minimum grade point average of 3.0, students will be granted full matriculation.

All students must meet the admissions requirements for graduate study at Montclair State.

A candidate for the Master of Arts degree in Computer Science must consult the graduate advisor of the department before matriculation since the choice of graduate courses should be adjusted to the level of preparation in undergraduate work. The student’s work program (course requirements of a minimum of 33 semester hours) is prepared in consultation with the graduate advisor. In order to be awarded a Master of Arts degree in Computer Science, a student will be required to have an overall 3.0 grade point average, as well as a 3.0 grade point average for courses taken in the Department of Mathematics and Computer Science. In addition a student must have a passing grade on a comprehensive examination. Students are required to have a 3.0 grade point average in order to be eligible to take the comprehensive examination.

Note: Courses MATH: 501, 502, 503 and CMPT: 505, 506, 507 are not to be counted among the 33 semester hours required for completion of the program.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN COMPUTER SCIENCE

### MA Computer Science

	<b>Semester Hours</b>
I. Computer Science .....	21
Required courses: CMPT: 580, 581, 583, 586	
Three additional courses selected from:	
CMPT: 570 to 597 and MATH: 560	

- II. Mathematics and/or Computer Science Electives ..... 12  
Courses selected from:  
CMPT: 570 to 597  
MATH: 420 to 469  
MATH: 520 to 569  
MATH: 580 to 595  
Substitutions allowed with prior written approval of the graduate advisor.
- III. A comprehensive examination in Computer Science.

### **MA Computer Science Applied Statistics Concentration**

- I. Computer Science ..... 21  
Required courses: CMPT: 580, 581, 583, 586  
Three additional courses selected from:  
CMPT: 570 to 597 and MATH: 560
- II. Applied Statistics ..... 9  
Required courses: MATH: 541, 544, 548
- III. Mathematics and/or Computer Science Elective ..... 3  
Course selected from:  
CMPT: 570 to 597  
MATH: 420 to 469  
MATH: 520 to 569  
MATH: 580 to 595  
Substitutions are allowed with prior written approval of the graduate advisor.
- IV. A comprehensive examination in Computer Science based on the required computer science courses.

### **MA Computer Science Applied Mathematics Concentration**

- I. Computer Science ..... 21  
Required courses: CMPT: 580, 581, 583, 586  
Three additional courses selected from:  
CMPT: 570 to 597 and MATH: 560
- II. Applied Mathematics ..... 9  
Three courses selected from:  
MATH: 560, 564, 566, 580, 581, 584
- III. Mathematics and/or Computer Science Elective ..... 3  
Course selected from:  
CMPT: 570 to 597  
MATH: 420 to 469  
MATH: 520 to 569  
MATH: 580 to 595  
Substitutions are allowed with prior written approval of the graduate advisor.
- IV. A comprehensive examination in Computer Science and based on the required computer science courses.

# COMPUTER SCIENCE

## Course Descriptions

## Semester Hours

### **CMPT 505 FUNDAMENTALS OF COMPUTER SCIENCE I 4**

An introduction to programming using a structured high level language, design of algorithms, character strings, recursion, data structures, numerical computing. May not be used for credit by Mathematics or Computer Science majors.

*Prerequisite: Graduate advisor's permission.*

### **CMPT 506 FUNDAMENTALS OF COMPUTER SCIENCE II 4**

A continuation of CMPT 505. Introduction to assembly language, addressing techniques, subroutine linkage, input/output and macros. Introduction to computer organization including memory, logic design and computer architecture. May not be used for credit by Mathematics and Computer Science majors.

*Prerequisites: MATH 501, CMPT 505 and graduate advisor's permission.*

### **CMPT 507 FUNDAMENTALS OF COMPUTER SCIENCE III 3**

A continuation of CMPT 505 and 506. Design and analysis of data structures, pointers, linked representations. May not be used for credit by Mathematics and Computer Science majors.

*Prerequisites: MATH 502, CMPT 506 and graduate advisor's permission.*

### **CMPT 575 INTRODUCTION TO COMPUTER GRAPHICS 3**

An introduction to computer graphics, including the algorithms to generate two-dimensional graphical pictures. An overview of ray tracing, shading and color theory. Interactive graphics. Graphics devices.

*Prerequisites: CMPT 580. A high-level programming language (Pascal, C, Fortran).*

### **CMPT 578 INTRODUCTION TO ARTIFICIAL INTELLIGENCE 3**

An introduction to artificial intelligence including representations of knowledge, problem solving, games, heuristics and backtracking, expert systems, theorem proving, the language LISP and Prolog.

*Prerequisite: CMPT 583.*

### **CMPT 580 MACHINE ORGANIZATION AND ARCHITECTURE 3**

Basic computer organization and design, digital functions, data representation, microprogramming, CPU organization, the Assembler language and addressing techniques.

*Prerequisites: CMPT 507, MATH 503 and graduate advisor's permission.*

### **CMPT 581 SYSTEMS SOFTWARE DESIGN 3**

Assemblers, macroprocessors, linkers and loaders, introduction to compilers and run facilities.

*Prerequisite: CMPT 580.*

### **CMPT 582 THEORY OF AUTOMATA AND FORMAL LANGUAGES 3**

Languages and grammars, finite automata and regular grammars, context free grammars, push-down automata, Turing machines, computability, deterministic languages, linear bounded automata and stack automata.

*Prerequisite: CMPT 507, MATH 503.*



**CMPT 583 COMPUTER ALGORITHMS I 3**

Algorithms: definition, design and analysis; sorting and searching techniques and introductory dynamic programming studied as algorithms with complexity theory and optimization techniques applied.

*Prerequisites: CMPT 507, MATH 503.*

**CMPT 584 OPERATING SYSTEM DESIGN 3**

Design and implementation of operating systems, multiprogramming, multiprocessor, device management, scheduling, virtual memory, case studies.

*Prerequisite: CMPT 581.*

**CMPT 585 TOPICS IN COMPUTER SCIENCE 3**

Recent developments in the field. Topics such as Monte Carlo methods, graphics, expert systems, security, networks and special areas of applications.

*Prerequisite: CMPT 580, instructor's permission.*

**CMPT 586 INFORMATION RETRIEVAL AND SYSTEM DESIGN 3**

Random and sequential files. File organization and processing. Access methods, data bases, system dynamics, concepts and design of information systems. Case studies and applications.

*Prerequisite: CMPT 507, MATH 503.*

**CMPT 587 MICROCOMPUTERS AND INTERFACES 3**

Introduction to geneology, manufacture and hardware design of microprocessors, microcomputer architecture, instruction sets and programming, microcomputer peripherals and interfaces.

*Prerequisite: CMPT 580.*

**CMPT 588 COMPUTER ALGORITHMS II 3**

Dynamic programming, game trees and backtracking techniques, branch and bound, polynomial evaluation and fast Fourier transform algorithms; complexity and analysis, and optimization techniques will be applied. NP-hard problems and NP-completeness.

*Prerequisite: CMPT 583.*

**CMPT 589 COMPUTER SIMULATION OF DISCRETE SYSTEMS 3**

Introduction to simulation and discrete simulation models. Queuing theory and stochastic processes. Simulation methodology including generation of random numbers and variates, design of simulation experiments, analysis of data generated by simulation experiments and validation of models. Survey of current simulation languages and selected applications.

*Prerequisite: CMPT 580.*

**CMPT 590 COMPUTER SIMULATION OF CONTINUOUS SYSTEMS 3**

Computer simulation of continuous systems with emphasis on conservation principles and governing equations, numerical treatment of systems of algebraic and differential equations, the use of software packages and simulation languages, verification and validation techniques, and interpretation and presentation of results.

*Prerequisite: CMPT 580.*

**CMPT 591 COMPILER THEORY AND CONSTRUCTION 3**

Introduction to the formal description of programming languages, the theory of parsing, and the concepts and techniques used in the construction of compilers.

*Prerequisite: CMPT 581.*

**CMPT 592 DATA BASE DESIGN AND IMPLEMENTATION 3**

To develop in-depth understanding of data base concepts and issues. The major emphasis of the course is on the conceptual (logical) organization, retrieval and manipulation of data.

*Prerequisite: CMPT 586.*

**CMPT 593 STRUCTURE SYSTEM DESIGN AND ANALYSIS 3**

A study of the design of large scale computer systems relative to the constraints imposed by hardware, software and particular types of applications. Recent work in automated system design will be discussed.

*Prerequisite: CMPT 586.*

**CMPT 594 SOFTWARE ENGINEERING AND RELIABILITY 3**

This course will introduce the principles and methods for the design, coding and verification of software systems. Topics include software design techniques, programming methodology, programming testing, proving program correctness, software reliability, and software management.

*Prerequisite: CMPT 593.*

**CMPT 595 SEMINARS IN COMPUTER SCIENCE 1-4**

Guided study of selected topics in major field of interest.

*Prerequisite: Instructor's permission.*

**CMPT 596 PRINCIPLES OF DATA COMMUNICATION 3**

Physical and logical aspects of data communications: analog-digital, broadband-baseband, TDM-FDM, protocols, modulation techniques, hardware for communication.

*Prerequisites: CMPT 580.*

**CMPT 597 LOCAL AREA NETWORKS 3**

Fundamental issues and concepts underlying local area network (LAN) development via microcomputers: topology, transmission media and technology, error control, protocols.

*Prerequisite: CMPT 596.*

## MATHEMATICS

### Course Descriptions

### Semester Hours

**MATH 501 MATHEMATICS FOR COMPUTER SCIENCE I 4**

Sets, relations, functions, graphs, trees, propositional calculus, induction and recursion, applications to computer science. May not be used for credit by Mathematics or Computer Science majors.

*Prerequisite: MATH 115 and graduate advisor's permission.*

**MATH 502 MATHEMATICS FOR COMPUTER SCIENCE II 4**

A continuation of MATH 501. Introduction to linear algebra, vectors, matrices, eigenvalues, introduction to counting rules, probability theory, random variables, Poisson and binomial distribution, applications to computer science. May not be used for credit by Mathematics and Computer Science majors.

*Prerequisite: MATH 501 and graduate advisor's permission.*

**MATH 503 MATHEMATICS FOR COMPUTER SCIENCE III 3**

Differential and integral calculus, infinite series, applications to computer science. May not be used for credit by Mathematics and Computer Science majors.

*Prerequisite: MATH 115 and graduate advisor's permission.*

**MATH 510, 511 WORKSHOP IN MATHEMATICS EDUCATION I, II 3 each**

Specific contemporary topics and current issues in the junior and senior high school.

*Prerequisite: Permission of graduate advisor.*

**MATH 512 COMPUTER SCIENCE CONCEPTS FOR MIDDLE SCHOOL TEACHERS 3**

This course offers the middle school teacher an opportunity to prepare and evaluate problem solving activities for classroom demonstration in the middle school using the microcomputer. BASIC programming will be studied as it relates to the specific examples being developed. The content and role of computer literacy units at this level will be presented. Minimal prior knowledge of BASIC is assumed. May not be taken for credit by Computer Science majors.

*Prerequisite: Permission of the graduate advisor.*

**MATH 513 COMPUTER SCIENCE CONCEPTS FOR HIGH SCHOOL TEACHERS 3**

This course is specifically designed to help high school mathematics teachers prepare to use the microcomputer as a tool in their classrooms. Topics include an introduction to computer literacy, elements of BASIC programming, the evaluation of commercial software, the appropriate use of the software and a survey of relevant professional literature. Minimal prior knowledge of BASIC is assumed. May not be taken for credit by Computer Science majors.

*Prerequisite: Permission of the graduate advisor.*

**MATH 514 ADVANCED PLACEMENT COMPUTER SCIENCE CONCEPTS WITH PASCAL 3**

This course is specifically designed to help senior high school teachers prepare to instruct the AP course in computer science. Topics include the problem solving process, good programming style, the syntax of Pascal, and their applications to computer science. Pascal will be a vehicle for classroom examples and outside class assignments. It will be used to discuss algorithms, data structures, procedures, program design, sorting and searching. Minimal prior knowledge of BASIC is assumed. May not be taken for credit by Computer Science majors.

*Prerequisite: Permission of the graduate advisor.*



**MATH 515 PROBLEM SOLVING FOR TEACHERS USING LOGO AND BASIC** **3**

A hands-on introduction to a selection of BASIC and logo commands and programming techniques for problem solving in the mathematics classroom. Emphasis on use of procedures, recursive techniques and concepts of structured programming.

*Prerequisite: Permission of graduate advisor. A minimum of one year of mathematics teaching experience.*

**MATH 516 DATA STRUCTURES AND ALGORITHMS FOR TEACHERS** **3**

A course for teachers to study data objects and their associated operations, and algorithms for their implementation. These data structures include arrays, stacks, queues, linked lists, and trees. Program analysis, applications such as sorting and searching techniques. Topics from discrete mathematics which apply to the subject matter. Comparison of some algorithms as they are implemented in Pascal and BASIC. May not be taken for credit by Computer Science majors.

*Prerequisite: MATH 514.*

**MATH 517 ASSEMBLER LANGUAGE AND MACHINE ORGANIZATION FOR TEACHERS** **3**

This course provides the fundamental concepts of digital computer organization with emphasis on microcomputers. The objective of the course is to present the hardware/software interface emphasizing the perspective of the computer science teacher. Concepts which provide a firm foundation and understanding of computer basics for teachers using computers and teaching computer science will be stressed. May not be taken for credit by Computer Science majors.

*Prerequisite: MATH 514.*

**MATH 521, 522 REAL VARIABLES I, II** **3 each**

Real number system, Lebesgue measure and integration, differentiation, Fourier series, LP, metric, normed vector, Banach and Hilbert spaces. The sequences 521, 522 and 525, 526 are usually offered in alternate years.

*Prerequisite: MATH 426 for 521; MATH 521 for 522.*

**MATH 525, 526 COMPLEX VARIABLES I, II** **3 each**

Integration and differentiation in the complex domain, Cauchy's Theorem and integral formula, Laurent expansion, residues, elements of conformal mapping, series and product representations. The sequences 525, 526, and 521, 522 are usually offered in alternate years.

*Prerequisite: MATH 426 for 525; MATH 525 for 526.*

**MATH 531, 532 ABSTRACT ALGEBRA I, II** **3 each**

Basic algebraic structures including groups, rings, fields, modules and lattices. The sequences 531, 532, and 535, 536 are usually offered in alternate years.

*Prerequisite: MATH 431 for 531; MATH 531 for 532.*

**MATH 535, 536 LINEAR ALGEBRA I, II** **3 each**

Vector spaces and linear transformations, including inner products, matrix representations, binary and quadratic forms, eigenvectors, canonical forms, and functions of matrices. The sequences 535, 536, and 531, 532 are usually offered in alternate years.

*Prerequisite: MATH 335 for 535; MATH 535 for 536.*

**MATH 540 PROBABILITY****3**

Sample spaces and events, combinatorial analysis, conditional probability and stochastic independence, random variables and probability distributions, expected value and variance, probability generating functions, continuous random variables.

*Prerequisite: MATH 340.*

**MATH 541 APPLIED STATISTICS****3**

Review of estimation and hypothesis testing for one sample and two sample problems; introduction to non-parametric statistics, and linear regression; fundamental principles of design, completely randomized design, randomized block design, latin square, and 2 factor designs.

*Prerequisite: MATH 440 or 443.*

**MATH 542 INTRODUCTION TO STOCHASTIC PROCESSES****3**

Generating functions, convolutions, recurrent events, random walk models, gambler's ruin problems, Markov chains and processes, time dependent stochastic processes, queuing theory and epidemic models.

*Prerequisite: MATH 540.*

**MATH 543 STATISTICAL THEORY****3**

Review of the normal, gamma and Chi-square distributions; sampling theory of the 't', and 'F' distributions, point estimation of one parameter, method of moments, minimum variance and unbiased estimators, maximum likelihood and interval estimation, testing hypotheses, Neyman-Pearson Lemma, likelihood ratio tests, power, bivariate normal distribution.

*Prerequisite: MATH 440 or 443.*

**MATH 544 STATISTICAL COMPUTING****3**

Computer systems for data analysis and data graphics, and intermediate level statistical methodology are investigated. Several statistical computing packages are utilized and evaluated.

*Prerequisites: MATH 541 or 548, and CMPT 183.*

**MATH 545 MULTIVARIATE ANALYSIS****3**

Analysis and multiple response variables simultaneously; covariance and the multivariate normal distribution; MANOVA, discriminant functions, principle components and canonical correlations.

*Prerequisites: MATH 541, 548.*

**MATH 546 NON-PARAMETRIC STATISTICS****3**

Selected distribution-free tests and estimation techniques including sign, Kolmogorov-Smirnov, Wilcoxon signed rank, Mann-Whitney, Chi-square, rank correlation, Kendall's Tau, Kruskal-Wallace, Friedman, McNemar, and others.

*Prerequisite: MATH 440 or equivalent.*

**MATH 547 DESIGN AND ANALYSIS OF EXPERIMENTS****3**

Fundamental principles of design; fixed, random and mixed models; factorial designs; designs with restricted randomization; split plot design; confounding; fractional replication; experimental and sampling errors.

*Prerequisites: MATH 541 or 548.*

**MATH 548 APPLIED REGRESSION ANALYSIS 3**

Fitting equations to data; matrices, linear regression; correlation; analysis of residuals; multiple regression, polynomial regression; partial correlation; stepwise regression; regression and model building; regression applied to analysis of variance problems; introduction to nonlinear regression.

*Prerequisite: MATH 440 or 443.*

**MATH 549 SAMPLING TECHNIQUES 3**

Sampling and survey methodology; basic sampling theory; simple, stratified, random, cluster, systematic and area sampling. Sampling errors and estimation procedures.

*Prerequisite: MATH 440 or 443 or equivalent.*

**MATH 551 TOPOLOGY 3**

Basic point-set topology, topological spaces, homeomorphisms, compactness, connectedness, separation properties, uniformities, metrizability, introductory algebraic topology, homology groups and homotopy.

*Prerequisite: MATH 425.*

**MATH 560 NUMERICAL ANALYSIS 3**

Error analysis, interpolation and approximation theory, numerical solution of linear and nonlinear equations, numerical differentiation and integration, numerical solution of differential equations.

*Prerequisites: CMPT 507, MATH 335, 425.*

**MATH 564 ORDINARY DIFFERENTIAL EQUATIONS 3**

Linear and nonlinear equations, Green's functions, power series solutions, autonomous systems, existence and uniqueness, singularities, Sturm-Liouville systems.

*Prerequisites: MATH 335, 420, 425.*

**MATH 568 APPLIED MATHEMATICS: CONTINUOUS 3**

Formulation, manipulation and evaluation of mathematical models of continuous systems. Topics selected from: conservation principles and the classical equations of mathematical physics, applications of the qualitative and quantitative theory of ordinary and partial differential equations, optimization, calculus of variations, stability theory, stochastic models.

*Prerequisites: MATH 335, 340, 420, 425.*

**MATH 569 APPLIED MATHEMATICS: DISCRETE 3**

Introduction to the basic ideas of discrete mathematics and its applications. Counting principles, permutations, combinations, algorithms, complexity, graphs, trees, searching and sorting, recurrence relations, generating functions, inclusion-exclusion, the pigeonhole principle, chromatic number, eulerian chains and paths, hamiltonian chains and paths, flows in network, finite Markov chains.

*Prerequisites: MATH 335, 340, 425.*

**MATH 570 ADMINISTRATION AND SUPERVISION OF MATHEMATICS 3**

Problems of organization, administration and supervision in the mathematics program of the school. Functions, duties and qualifications of the supervisor investigated. Current problems and research findings.



**MATH 571 CURRICULUM CONSTRUCTION IN MATHEMATICS 3**

Contemporary proposals for the mathematics of grades K through 12. Consideration is given to the problem of implementation of current recommendations. Examination is made of mathematical concepts underlying various programs.

**MATH 572 TEACHING OF GENERAL MATHEMATICS 3**

Mathematics programs for the non-college bound high school student. Investigation of contemporary literature. Basic characteristics and needs of non-academic students, preparation and use of resource materials, classroom teaching techniques and methods of motivation. Emphasis on development of suitable curricula for non-academic students.

**MATH 573 MATHEMATICS MATERIALS FOR THE TEACHER OF MATHEMATICS 3**

Construction, adaptation and effective use of materials to improve the teaching of high school mathematics. Particular attention given to the overhead projector, aids, and models and to material for the mathematics laboratory and club activities.

**MATH 574 PROBLEM ANALYSIS IN SECONDARY MATHEMATICS 3**

Psychology and techniques of problem-solving. Discovery and heuristic methods. Intuitive and inductive reasoning in the solution of non-routine problems from high school mathematics. Problem formulation and solution.

*Prerequisite: MATH 222.*

**MATH 575 SELECTED TOPICS IN MATHEMATICS EDUCATION 3**

Selection of topics associated with secondary and early college years of mathematics investigated from an advanced point of view. Topics selected to give the teacher a professionalized subject matter viewpoint of such areas as algebra, geometry, number theory, real and complex analysis, probability and history of mathematics.

*Prerequisite: MATH 222.*

**MATH 576 RESEARCH SEMINAR IN MATHEMATICS EDUCATION 3**

Designed for matriculated graduate students in the mathematics education program. Students survey and analyze recent research projects.

*Prerequisite: Admission to master's program..*

**MATH 577 MATHEMATICS EDUCATION IN THE ELEMENTARY SCHOOL 3**

The contemporary mathematics curriculum of the elementary and middle school. Content: The role of behavioral objectives and learning theory in curriculum development/teacher training. Related research findings.

**MATH 579 APPLIED MATHEMATICS FOR THE SECONDARY SCHOOLS 3**

Applications of secondary and undergraduate mathematics and techniques for including these applications in the secondary curricula.

*Prerequisites: More than one year of teaching experience, MATH 335, 340 or equivalent.*

**MATH 580 COMBINATIONAL MATHEMATICS 3**

Arrangements and selections, binomial coefficients, Stirling numbers, generating functions, recurrence relations, inclusion-exclusion, Polya enumeration formula, combinatorial graph theory, combinatorial geometries.

*Prerequisites: MATH 222, graduate advisor's permission.*

**MATH 581 GRAPH THEORY 3**

Graphs, digraphs, and trees. Connectivity, separability, planarity, and colorability. Cliques, independent sets, matchings, flows and tours. Graphs as mathematical models; graph algorithms.

*Prerequisites: MATH 222, 335, graduate advisor's permission.*

**MATH 584 SELECTED TOPICS IN OPERATIONS RESEARCH 3**

An in-depth study of one or at most two topics in operations research, selected from linear programming and game theory, linear and nonlinear programming, queueing theory, inventory theory, simulation models.

*Prerequisites: MATH 425, 440, 535; graduate advisor's permission.*

**MATH 585 BIOSTATISTICS I 3**

Fundamental statistical concepts and methods used by statistical scientists in the health, biological, medical and pharmaceutical industries. Categorical data analysis, logistic regression, generalized linear models, nonparametric regression techniques.

*Prerequisites: MATH 544, 547, 548, or permission of graduate advisor.*

**MATH 586 BIOSTATISTICS II 3**

Fundamental statistical concepts and methods used by statistical scientists in the health, biological, medical and pharmaceutical industries. Survival analysis and designs for clinical trials.

*Prerequisites: MATH 585 or permission of graduate advisor.*

**MATH 590 SELECTED TOPICS IN ADVANCED MATHEMATICS 3**

An in-depth study of a topic or topics selected from areas such as algebra, analysis, geometry, probability and statistics, and applied mathematics, with special emphasis upon recent developments in the field.

*Prerequisites: MATH 426 and permission of graduate advisor.*

**MATH 595 SEMINARS IN MATHEMATICS 1-4**

Guided study of selected topics in major field of interest.

*Prerequisite: Instructor's permission.*

# MUSIC

*Chairperson and Graduate Advisor: Dr. Donald Mintz*

Graduate study in Music offers three concentrations leading to the degree of Master of Arts: Performance, Theory/Composition and Music Education. Performance stresses applied music skills; Theory/Composition stresses creativity and the structure of music; Music Education stresses philosophical and practical approaches to the work of the music specialist in the American public school.

Although the study of music theory and of applied music is required of all graduate students regardless of the concentration, each concentration provides for individualized course election in accordance with the background, needs and interests of the student.

Registration in applied music and theory is dependent on the placement examination administered by the Department; a student may not register for work in these areas until the examination has been taken and student is fully matriculated (see below under Admission Requirements).

## ADMISSION REQUIREMENTS

In addition to the general admission requirements stated in this bulletin (see Admission to Graduate Study), all students must present an undergraduate major in music (or the equivalent) with at least 40 semester hours of work in theory, music history and private study in a performance medium. Courses in music education may be included as part of this background.

All applicants must demonstrate familiarity with musical vocabulary and literature and proficiency in the following: performing primary, sight singing, aural and written theory, score analysis, listening analysis, and piano secondary skills (keyboard harmony, sight-reading of chorale literature and the like). Audition literature in the primary medium must represent significant solo material from a variety of eras, one of which must be contemporary. Applicants majoring in orchestral instruments must also present significant passages from orchestral literature.

Applicants to the Theory/Composition concentration must submit a portfolio of compositions and/or analytical studies for consideration by the theory faculty. Applicants to the Performance concentration must present an undergraduate major in the primary medium (including at least six semesters of study plus a graduation recital) or professional experience satisfactory to the Music Department. Applicants to the Music Education curriculum must present a certificate in the teaching of music. Those who have not earned such a certificate will be assigned appropriate prerequisite coursework.

### Applied Music

Special regulations and procedures for the study of applied music are available from the Graduate Advisor. Tuition for the study of applied music is based on a special fee structure; information is available from the Registrar or the Department of Music.



Applied music may be taken for academic credit only after the student has passed the Department Audition and Placement Examination, and is fully matriculated, and may be taken only with MSC faculty. Every course number for private lessons requires the written permission of the Graduate Advisor, the instructor and the Department Chairperson. These signatures should be obtained by July 1 (for those desiring study in the fall) or by December 1 (for those studying in the spring); the availability of applied music study to students who have not received approval by these dates cannot be assured. Lessons are normally not given in the summer.

No more than 2 semester hours of credit may be awarded for work in a secondary medium. "Music electives" or "electives" in the student's work program will not normally be used for private study, although they may be so assigned in certain instances.

All students studying Applied Music are expected to take jury examinations in each semester of applied music study in which a full recital is not given. The grade for the last semester of the sequence will not be given until all recital requirements are completed.

Graduate students who are taking applied music may be required to perform in ensembles and are encouraged to do so even when not required. Details about such performance may be obtained from the Department Chairperson, graduate advisor, and/or ensemble conductor. In most cases, credits earned can count toward the degree.

### Examinations

All candidates for the degree of Master of Arts in Music must pass the Department's Comprehensive Examination, given each year in October and March. Applications for this examination must be made in writing to the Graduate Advisor by September 1 for the October examination and by February 1 for the March examination.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN MUSIC

**Note:** The 32 semester hours noted for each concentration are a minimum. Undergraduate transcripts and audition and placement results may require additional undergraduate work before courses are begun, graduate work in excess of the minimum 32 semester hours, or both. Prerequisite undergraduate coursework may be followed by another audition for entrance to graduate study.

### Concentration in Performance

	Semester Hours
I. Required Courses .....	21
A. Private lessons in a performing medium .....	12
B. Theory sequence MUCP 511, 512 .....	6
C. Seminar in Historical Research, MUHS 604 .....	3
II. Electives in Music History or Music Literature .....	5
III. Electives in Music .....	3

IV.	Humanities electives (art history, language, literature, history, philosophy; may be at 400 level) .....	3
V.	Two recitals .....	0
A.	Each to include at least 60 minutes of music exclusive of intermissions or pauses.	
B.	One must be public; the other may be public or before a faculty jury. Procedures are available from the Graduate Advisor for Music.	
VI.	Comprehensive examination .....	0
	(Voice majors and accompanying majors will be given language tests as well. Details are available from the Graduate Advisor.)	

**Note:** Piano performance majors wishing to emphasize accompanying must make appropriate arrangements with the graduate advisor.

### **Concentration in Theory/Composition**

I.	Required Courses .....	23
A.	Applied Music, selected with approvals of instructor, Graduate Advisor and Department Chairperson from MUPR 500, 501, 502, or 503 .....	4
B.	Theory sequence MUCP 511, 512 .....	6
C.	Private study in composition (may be either creative or analytical work) MUCP 518, 519 .....	6
D.	Seminar in Historical Research MUHS 604 .....	3
E.	Theory and composition .....	4
II.	Humanities electives (art, language, literature, history, philosophy; may be at 400 level) .....	3
III.	Music electives .....	5
IV.	Composition and public performance of one of the larger forms for orchestra, vocal ensemble or chamber ensemble .....	0
V.	Comprehensive examination .....	0

### **Concentration in Music Education**

I.	Required courses .....	16
A.	Applied Music, selected with approval of instructor, Graduate Advisor and Department Chairperson from MUPR 500, 501, 502, 503, or master classes .....	4
B.	Education or Psychology (may be at 400 level) .....	3
C.	Theory sequence MUCP 511, 512 .....	6
D.	Seminar in Music Education MUED 603 .....	3
II.	Music Education electives .....	6
III.	Humanities electives (art, theatre, literature, history, philosophy; may be at 400 level) .....	6
IV.	Music electives (other than music education) .....	4
V.	Comprehensive examination .....	0

### **Certification**

While some of the graduate courses listed in this catalog may be applied to certification as a teacher in the New Jersey public schools or as a Registered Music Therapist, the bulk of courses required by these certifications are available only

at the undergraduate level. Certification is quite separate from a Master of Arts degree. Those interested should contact the Department of Music for an interview with the appropriate advisor prior to beginning the admission process.

## MUSIC

### Course Descriptions

	Semester Hours
<b>MUCP 509 ANALYTICAL SYSTEMS AND PROCEDURES IN MUSIC I</b>	<b>3</b>
An introduction to sophisticated analytical systems with particular emphasis on Schenker analysis both as a tool for improving hearing and performance and as a worthy study of music in its own right.	
<i>Prerequisites: Music major status and satisfactory completion of department placement test.</i>	
<b>MUCP 510 ANALYTICAL SYSTEMS AND PROCEDURES IN MUSIC II</b>	<b>3</b>
A continuation of MUCP 509.	
<i>Prerequisite: MUCP 509.</i>	
<b>MUCP 511 THEORETICAL AND AURAL SKILLS IN MUSIC I</b>	<b>3</b>
Principles and practice of music construction, aural skills in manipulating pitch and rhythm, and related structural analysis. The total spectrum of music as a base, with specific techniques of pitch and rhythm approached from harmonic and contrapuntal standpoints. Primitive and simple folk idioms, modal counterpoint in two and three parts, diatonic tonal harmony in vocal and instrumental idioms, tonal counterpoint in two parts and free composition. Schenker analysis.	
<i>Prerequisite: Matriculation as music major or instructor's permission.</i>	
<b>MUCP 512 THEORETICAL AND AURAL SKILLS IN MUSIC II</b>	<b>3</b>
Continuation of MUCP 511. Complex non-western systems, modal and tonal imitative counterpoint in three and four parts, chromatic tonal harmony and expanded resources and techniques of the twentieth century.	
<i>Prerequisite: MUCP 511 or instructor's permission.</i>	
<b>MUCP 515 ADVANCED COUNTERPOINT</b>	<b>3</b>
Analysis and composition of polyphonic forms, techniques in inventions, canons and motets based on the several compositional styles of western music.	
<i>Prerequisite: MUCP 512.</i>	
<b>MUCP 518, 519 PRIVATE STUDY IN COMPOSITION I, II</b>	<b>3 each</b>
Advanced work in musical composition in forms and genres determined jointly by teacher and student. Fifteen private lessons per semester.	
<i>Prerequisites: Departmental permission. Music fee.</i>	
<b>MUCP 520, 521 PRIVATE STUDY IN COMPOSITION III, IV</b>	<b>3 each</b>
Advanced work in various genres and forms of instrumental and/or vocal music.	
<i>Prerequisites: Departmental permission. Music fee.</i>	



- MUCP 525 KEYBOARD HARMONY FOR PIANO MAJORS I** 1  
Skills pianists will need as professional performers, therapists, and educators. Harmonization, transposition, improvisation, realization of figured bass, reduction of open scores and sightreading.
- MUCP 526 KEYBOARD HARMONY FOR PIANO MAJORS II** 1  
Continuation of MUCP 525.  
*Prerequisite: MUCP 525.*
- MUCP 599 INDEPENDENT STUDY IN THEORY/COMPOSITION** 1-4  
Individual work performed in connection with a regularly scheduled course but in greater depth than normally required by that course.  
*Prerequisite: Permission of instructor and department chairperson.*
- MUCP 600 INDEPENDENT STUDY IN THEORY/COMPOSITION** 1-4  
Individual pursuit of a research topic culminating in a written document of length and scholarly integrity. May cover two semesters; student registers for one in which the work will be completed.  
*Prerequisite: Permission of instructor and department chairperson.*
- MUED 500 WORKSHOP IN MUSIC EDUCATION** 1-3  
Changing conditions in the schools and new methods and materials for in-service and pre-service teachers. Lectures, demonstrations. Literature and materials selected according to workshop focus.  
*Prerequisite: Permission of Graduate Advisor or Coordinator of Music Education.*
- MUED 518 MICROCOMPUTERS IN MUSIC EDUCATION** 3  
A profile of a microcomputer music system, a history of microcomputer applications to music, a review of pre-college, collegiate, and professional music software, the BASIC's of music programming, a review of MIDI applications and MIDI keyboards, the use of interactive video discs in music, and the future of computer applications to music.
- MUED 519 MUSIC LEARNING THEORY** 3  
Study of sequential steps in learning musical concepts and skills by examination of research in musical content and its perception.
- MUED 520 GENERAL MUSIC IN SECONDARY SCHOOL** 3  
Examination and practicum of methods, materials and philosophies of non-performance courses in the junior and senior high school.
- MUED 521 CREATIVE MOVEMENT AND DANCE EXPERIENCES FOR CHILDREN** 3  
Investigating the principles of movement in relationship to the principles of music as a format for designing dance and movement experiences which enhance the music learning process. A focus on strategies appropriate for the elementary music classroom. Active participation. Field component. Midterm/final project.
- MUED 522 PEDAGOGY OF THE PIANO** 2  
Principles, materials and techniques for teaching piano to individuals or groups, in school or studio situation.
- MUED 527 PEDAGOGY OF THE VOICE** 2  
Principles, materials, and techniques for teaching voice to individuals for groups, in school or studio situation.

**MUED 550 MUSIC EDUCATION TECHNIQUES FOR HANDICAPPED CHILDREN 3**

Special education techniques as applied to music education, teaching music through movement and simple rhythm instruments. Covers all areas of a broad-based education program as it applies to K-12 populations with mild to moderate handicaps.

**MUED 570 PROBLEM SOLVING AND CREATIVE THINKING IN GENERAL MUSIC, K-8 3**

Theories of critical and creative thinking with application to the music classroom. Developing music strategies that facilitate problem solving and thinking development. Field component.

**MUED 578 KODALY SYSTEM IN MUSIC EDUCATION 3**

Procedures for using Kodály materials and techniques in teaching music reading and comprehension.

*Prerequisite: Majors only, or instructor's permission.*

**MUED 581 ORFF WORKSHOP I-CONCEPTS AND SKILLS 1-3**

Study of basic philosophy of the Orff Schulwerk through movement, melodic and rhythmic training, improvisation and the use of relevant instruments and materials.

**MUED 582 ORFF WORKSHOP II-PEDAGOGY AND PRACTICES 1-3**

Refinement of skills in the use of Orff concepts, materials and techniques; practicum in the Orff pedagogy as applicable to American children.

*Prerequisite: MUED 581 or instructor's permission.*

**MUED 583 ORFF WORKSHOP III-ADVANCED PRINCIPLES AND TECHNIQUES 1-3**

Comprehensive study of the scope of Orff pedagogy and mastery of techniques necessary for the development of music curricula and materials based on employing the Orff approach.

*Prerequisite: MUED 582 or instructor's permission.*

**MUED 599 INDEPENDENT STUDY IN MUSIC EDUCATION 1-4**

Regularly listed courses pursued in greater depth, by arrangement with graduate advisor for music prior to registration. May be elected more than once during the program, but only once each semester.

*Prerequisite: Permission of instructor and department chairperson.*

**MUED 600 INDEPENDENT STUDY IN MUSIC EDUCATION 1-4**

Individual pursuit of a research topic culminating in a written document of length and scholarly integrity. May cover two semesters. Student registers for the one in which the work will be completed.

*Prerequisite: Permission of instructor and department chairperson.*

**MUED 603 SEMINAR IN MUSIC EDUCATION 3**

Philosophies of music education and their application to the classroom. Investigation and application of techniques of research as they apply to music education.

**MUED 604 SUPERVISION AND ADMINISTRATION OF SCHOOL MUSIC PROGRAMS 3**

Functions and responsibilities of school music administration based on philosophies of music education, leadership styles and techniques of management and personal relationships.

- MUHS 500 SELECTED TOPIC IN MUSIC I** 1.5  
Study of a specific area. May be taken a second time. 7 week course.
- MUHS 501 SELECTED TOPIC IN MUSIC II** 1.5  
Study of a specific area. May be taken a second time. 7 week course.
- MUHS 505 PERFORMANCE PRACTICE IN THE BAROQUE ERA** 3  
Study of problems of esthetics, notation, instrumentation, ornamentation and interpretation in vocal and instrumental music from the time of Caccini and Monteverdi through that of J. S. Bach and Handel.
- MUHS 506 PERFORMANCE PRACTICE IN THE CLASSICAL ERA** 3  
Study of problems of esthetics, notation, instrumentation, ornamentation and interpretation in vocal and instrumental music from the second decade of the eighteenth century through the works of Beethoven.
- MUHS 549 MODERN MUSIC** 3  
Study of musical styles of the twentieth century: historical sources, major composers, and recent trends.
- MUHS 550 CHAMBER MUSIC** 3  
Survey of vocal and instrumental music composed for one to ten performers, one per part, from the renaissance through the modern era. Analysis of both compositional style and nature of chamber genres.
- MUHS 551 THE LITERATURE OF THE ORCHESTRA** 3  
Historical survey of such genres as the suite, overture, concerto, symphony and tone poem from the development of orchestral style of playing in the seventeenth century to the present.
- MUHS 552 ETHNOLOGICAL APPROACH TO MUSIC** 3  
Non-Western music; ethnic roots and influences, theory, media and performance practices. Folk and professional idioms of the Far East, Near East, Africa, Europe and the Americas. Study for non-majors will emphasize musical experience and social-cultural background, while music majors will also pursue a more technical approach.
- MUHS 553 JAZZ** 3  
Jazz as an art form, its impact on music and other contemporary arts; the sociological impact on American and world culture. Examination of specific performance techniques.
- MUHS 554 DEVELOPMENT OF THE OPERA I** 3  
Operas of the Baroque and Classical eras from Monteverdi through Beethoven; evolution of style, changing aesthetics, characterization and plot development and the cultural environment within which these developments have taken place.
- MUHS 555 DEVELOPMENT OF THE OPERA II** 3  
Continuation of MUHS 554, examining operatic styles and representative works of the Romantic and Modern eras.  
*Prerequisite: MUHS 554 or instructor's permission.*



**MUHS 599 INDEPENDENT STUDY IN MUSIC HISTORY AND LITERATURE 1-4**

The undertaking of course work in one of the regularly listed catalogue courses of the department of Music (but not to include Applied Music) in depth greater than that normally pursued in the course. Students will arrange the nature of the work with the instructor prior to the second meeting of the course.

*Prerequisite: Permission of instructor and department chairperson.*

**MUHS 600 INDEPENDENT STUDY IN MUSIC HISTORY AND LITERATURE 1-4**

Individual pursuit of a research topic culminating in a written document of length and scholarly integrity independent of any course structure. May cover two semesters; student registers for the one in which the work will be completed.

*Prerequisite: Permission of instructor and department chairperson.*

**MUHS 604 SEMINAR IN HISTORICAL RESEARCH 3**

Study of music bibliography, research method and critical analysis.

**MUHS 605 SEMINAR IN HISTORICAL AND THEORETICAL STUDIES 3**

Research and discussion of selected topics in the literature of music focusing on stylistic and analytical problems.

**MUHS 606 SEMINAR IN HISTORICAL AND THEORETICAL STUDIES II 3**

Continuation of MUHS 605.

*Prerequisite: MUHS 605.*

**MUPR 500, 501, 502, 503 APPLIED MUSIC I, II, III, IV 1 each**

Fifteen half-hour lessons per semester, private instruction. Admission with permission of Graduate Advisor. Music fee.

**MUPR 504, 505, 506, 507 APPLIED MUSIC V, VI, VII, VIII 2 each**

Fifteen one hour lessons per semester, private instruction. Admission with permission of Graduate Advisor. Music fee.

**MUPR 508, 509, 510, 511 APPLIED MUSIC IX, X, XI, XII 3 each**

Fifteen one hour lessons per semester, private instruction. Admission with permission of Graduate Advisor. Music fee.

**MUPR 512, 513, 514 APPLIED MUSIC XIII, XIV, XV 4 each**

Fifteen one-hour lessons per semester, private instruction. Admission with permission of Graduate Advisor. Music fee.

**MUPR 515, 516 APPLIED MUSIC XVI, XVII 6 each**

Fifteen one-hour lessons per semester, private instruction. Recital required. Admission with permission of Graduate Advisor. Music fee.

**MUPR 530 ADVANCED CONDUCTING 3**

Baton techniques, clef reading, playing from score at the piano, transposition, score analysis, rehearsal techniques and problems of interpretation and accompaniment by orchestra and band, as well as choral conducting techniques.

*Prerequisite: Preparation satisfactory to the instructor or the graduate advisor.*

**MUPR 533 ENSEMBLE: OPERA WORKSHOP 0-2**

Rehearsal and performance of operatic repertoire in English or English translation. Admission by audition only. Auditions held in the semester prior to the one in which the workshop is offered. Open to pianists and singers. May repeat for credit.

**MUPR 537 ENSEMBLE: ORCHESTRA 0-2**

Rehearsal and performance of orchestral repertoire. Admission by audition only. May be repeated for credit.

**MUPR 539 MASTER CLASS IN MUSICAL PERFORMANCE: 2  
GERMAN VOCAL LITERATURE**

Coaching small groups in refinements of performance, including stylistic interpretation, programming, interpretative analysis, diction, etc. Open through audition to both singers and pianists.

*Prerequisite: Permission of instructor.*

**MUPR 540 MASTER CLASS IN MUSICAL PERFORMANCE: 2  
ITALIAN VOCAL LITERATURE**

Similar to MUPR 539, but focusing on Italian repertoire. Open through audition to singers and pianists.

*Prerequisite: Permission of instructor.*

**MUPR 541 MASTER CLASS IN MUSICAL PERFORMANCE: 2  
FRENCH VOCAL LITERATURE**

Similar to MUPR 539, but focusing on French repertoire. Open through audition to singers and pianists.

*Prerequisite: Permission of instructor.*

**MUPR 542 MASTER CLASS IN MUSICAL PERFORMANCE: 2  
ENGLISH VOCAL LITERATURE**

Similar to MUPR 539, but focusing on English repertoire. Open through audition to singers and pianists.

*Prerequisite: Permission of instructor.*

**MUPR 543 MASTER CLASS IN MUSICAL PERFORMANCE: 2  
WOODWIND LITERATURE**

Coaching small groups in solo and small ensemble literature for woodwind instruments. Stress on stylistic interpretation, tone, balance and other refinements of performance. Open through audition. Pianists may register as accompanists, but must audition.

*Prerequisite: Permission of instructor.*

**MUPR 544 MASTER CLASS IN MUSICAL PERFORMANCE: 2  
BRASS LITERATURE**

Similar to MUPR 543, but focusing on brass repertoire. Open to pianists and brass players through audition.

*Prerequisite: Permission of instructor.*

**MUPR 545 MASTER CLASS IN MUSICAL PERFORMANCE: 2  
STRING LITERATURE**

Similar to MUPR 543, but focusing on string repertoire. Open to pianists and string players through audition.

*Prerequisite: Permission of instructor.*

**MUPR 546 MASTER CLASS IN MUSICAL PERFORMANCE: 2**  
**ORGAN LITERATURE**

Similar to MUPR 543, but focusing on organ repertoire. Open to organists only, through audition.

*Prerequisite: Permission of instructor.*

**MUPR 547 MASTER CLASS IN MUSICAL PERFORMANCE: 2**  
**PIANO LITERATURE**

Similar to MUPR 543, but focusing on piano repertoire. Open to pianists only, through audition.

*Prerequisite: Permission of instructor.*

**MUPR 548 MASTER CLASS IN MUSICAL PERFORMANCE: 2**  
**PERCUSSION LITERATURE**

Similar to MUPR 543, but focusing on percussion repertoire. Open to percussionists through audition.

*Prerequisite: Permission of instructor.*

**MUPR 550, 551, 552, 553 CHAMBER ENSEMBLE 1 each**  
**PERFORMANCE I, II, III, IV**

Participation in instrumental or vocal ensembles. Pre-registration may be required. One ensemble per course number. May be repeated for credit.

*Prerequisite: Departmental permission.*

**MUPR 599 INDEPENDENT STUDY IN PERFORMANCE 1-4**

Regularly listed course work pursued in great depth, by permission of graduate advisor for music prior to registration. May be elected more than once during the program but only one course per semester.

*Prerequisites: Permission of instructor and department chairperson.*

**MUPR 600 INDEPENDENT STUDY IN PERFORMANCE 1-4**

Individual pursuit of a problem of performance or an aspect of musical repertoire, culminating in a performance and appropriate written work. Arranged with the graduate advisor for music and a course advisor appointed by him, prior to the independent study semester. May cover two semesters; student registers for the one in which the work will be completed.

*Prerequisite: Permission of instructor and department chairperson.*

**MUTH 500 PSYCHOLOGY OF MUSIC 3**

Integration of psychological foundations of music with emphasis on their relationships to music therapy. Study of theories of psychotherapy, emotional content of music, musical meaning, testing for musical abilities, music learning.

*Prerequisites: Two undergraduate music courses and one course in psychology.*

**MUTH 502 THE USE OF MUSIC IN SPECIAL EDUCATION 3**

Musical development relative to child development will be studied. Within this context music activity will be adopted for varying handicapped child populations.

*Prerequisites: Undergraduate developmental or child psychology; Psychology of the Handicapped or related course; experience with handicapped children; and proficiency in music.*



**MUTH 510 GROUP MUSIC THERAPY EXPERIENCE 1.5**

Use of creative media to express and explore feelings and issues in a supportive and productive environment. Specific content to be determined by members and therapist. Group members may apply what they have experienced to their own client groups. May be repeated for credit.

*Prerequisite: Graduate status; permission of instructor.*

**MUTH 520 EXPERIMENTAL RESEARCH IN MUSIC 3**

Methods of experimental research in music and music therapy. Knowledge of experimental research techniques assumed. Emphasis is on using these skills to design and execute research projects.

*Prerequisite: Knowledge of research and statistics required.*

**MUTH 599 INDEPENDENT STUDY IN MUSIC THERAPY 1-3**

Regularly listed courses pursued in greater depth, by arrangement with the instructor prior to registration. May be elected more than once during the program, but only one course per semester.

*Prerequisite: Permission of instructor and department chairperson.*

**MUTH 600 INDEPENDENT STUDY IN MUSIC THERAPY 1-4**

Individual pursuit of a research topic culminating in a written document of length and scholarly integrity. May cover two semesters; student registers for the one in which the work will be completed. Written permission required.

*Prerequisites: Permission of instructor and department chairperson.*

**MUTH 601 THESIS 4**

Research and develop a topic of interest. Thesis may be experimental, theoretical, historical, or descriptive research.

*Prerequisite: Graduate matriculation; completion of most coursework toward Music Therapy degree; instructor's permission.*

**MUTH 620 MUSIC THERAPY SEMINAR I: SEVERELY/  
PROFOUNDLY HANDICAPPED YOUTH 4**

Introduction to theoretical and applied skills in use of music therapy with severely/profoundly handicapped youth. Developmental framework, applied to review of relevant literature, normal music development related to social, cognitive, and motor development, development assessment, music therapy goal planning, music therapy activity with this population, incorporation of special education techniques, music therapy evaluation. Practicum included.

**MUTH 621 MUSIC THERAPY SEMINAR II: SEVERELY/  
PROFOUNDLY HANDICAPPED YOUTH 4**

Advanced theoretical and applied skills in use of music therapy with severely/profoundly handicapped youth. Developmental framework applied to review of relevant literature, normal music development related to social, cognitive, and motor development, developmental assessment, music therapy goal planning, music therapy activity with this population, incorporation of special education techniques, music therapy evaluation. Practicum included.

**MUTH 622 MUSIC THERAPY SEMINAR I: 4**  
**MILD/MODERATELY IMPAIRED YOUTH**

Introduction to combination of theoretical and applied skills in the use of music therapy with mild/moderately impaired youth. Developmental framework applied to review of relevant literature; on musical development related to social, cognitive, and motor development, developmental assessment, music therapy goal planning, music therapy activity with mild/moderately impaired populations, incorporation of special education techniques, music therapy evaluation. Practicum included.

**MUTH 623 MUSIC THERAPY SEMINAR II: 4**  
**MILD/MODERATELY IMPAIRED YOUTH**

Advanced theoretical and applied skills in the use of music therapy with mild/moderately impaired youth. Developmental framework applied to review of relevant literature on musical development related to social, cognitive, and motor development, developmental assessment, music therapy goal planning, music therapy activity with mild/moderately impaired populations, incorporation of special education techniques, music therapy evaluation. Practicum included.

**MUTH 624 MUSIC THERAPY SEMINAR I: 4**  
**ADULT PSYCHIATRIC**

Introductory theoretical and applied skills in the use of music therapy with adult psychiatric clients. Review of relevant literature on adult psychiatric clients with emphasis on rationale for approaches and treatment. Study of group literature. Music therapy sessions with emphasis on observation of behavior. Practicum included.

**MUTH 625 MUSIC THERAPY SEMINAR II: 4**  
**ADULT PSYCHIATRIC**

Advanced theoretical and applied skills in the use of music therapy with adult psychiatric clients. Review of relevant literature on adult psychiatric clients with emphasis on rationale for approaches and treatment. Study of group process literature. Music therapy sessions with emphasis on observation of behavior. Practicum included.

## **NEW JERSEY SCHOOL OF CONSERVATION**

*Director: Dr. John J. Kirk*

The New Jersey School of Conservation is the Environmental Education Field Campus of Montclair State and is the largest college-operated environmental center in the world. The School of Conservation is located 57 miles from the main campus on a 240-acre tract located in the center of Stokes State Forest in Sussex County. Administratively, it is part of the School of Professional Studies.

The programs at the School of Conservation are designed to provide the students with a greater understanding and appreciation of the role natural areas play as part of a life support system. The resident programs provide environmental field experiences in the humanities, social studies, outdoor pursuits, and the sciences. Each academic year the school provides resident environmental education



programs for over 9,000 elementary/secondary school students, and 2,000 teachers from 160 schools. There are also several field courses provided for graduate students. In addition, there are four weekend workshops held each academic year designed to train classroom teachers and youth leaders in environmental education curriculum development and field techniques for programs in environmental education. The workshops are held in September, February, April and June. Each workshop carries one semester hour of undergraduate or graduate credit. During the summer, the School offers several ten-day courses at the graduate level for teachers pursuing advanced degrees in environmental education and related fields.

Course Descriptions	Semester Hours
<b>CNFS 460 PRACTICUM IN ENVIRONMENTAL EDUCATION</b>	<b>3</b>
This course is designed to provide future teachers and supervisors with a background of experience and knowledge which will enable them to organize and conduct environmental education programs. Using an extensive library of environmental education materials, students formulate teaching units, lists of teaching aids, and projects suitable for use in environmental programs. Participating in environmental programs with school children in residence at the School of Conservation furnishes a practical background for environmental education development.	
<b>CNFS 470 INTRODUCTION TO WILDERNESS STEWARDSHIP</b>	<b>2</b>
Intensive two week backcountry camping course to be held entirely in the field. Provides a basic understanding of how to utilize our natural areas with minimum environmental impact while pursuing outdoor recreational activities. An additional laboratory fee to cover food, lodging, and equipment will be required.	
<b>CNFS 471 FUNDAMENTALS OF WILDERNESS LEADERSHIP</b>	<b>3</b>
Intensive three week backcountry camping course to be held entirely in the field. Throughout the program, leadership, judgment, conservation, and sound expedition skills and abilities are emphasized and practiced. A lab fee to cover the cost of food, lodging, and equipment will be required.	
<i>Prerequisite: CNFS 470.</i>	
<b>CNFS 472 TRAINING FOR WILDERNESS LEADERS</b>	<b>5</b>
Intensive five week wilderness camping course to be held entirely in the field. Provides a basic understanding of backcountry principles and various travel skills and emphasizes leadership, judgment, conservation and sound expedition skills. A lab fee to cover the cost of food, lodging, and equipment will be required.	
<b>CNFS 495 WORKSHOP ON UTILIZING NATURAL ENVIRONMENTS</b>	<b>1</b>

To provide classroom teachers in all disciplines with experiences in using the natural environment to supplement classroom experiences. Opportunity for teachers to increase their knowledge of, as well as skills in, the techniques of incorporating the physical, biological, and socio-cultural components of the environment in their curricula will be emphasized through the use of small group lecture sessions held in the natural environment being described. Students are provided with the opportunity of administering and experimenting in each of four such environments out of a choice ranging from 15 to 20 specific subject areas.



**CNFS 496 FIELD STUDY IN HUMANITIES AND NATURAL SCIENCE 1**

Provides teachers in varied and diversified subject areas with an understanding of how the humanities and sciences may be taught in natural environments for the purpose of developing an environmental sensitivity.

**CNFS 497 FIELD STUDIES IN SOCIAL STUDIES AND OUTDOOR RECREATION 1**

Provides an understanding of how outdoor pursuits and social studies may be taught using natural environments to develop environmental sensitivity. Does not meet resident requirement.

**CNFS 499 ENVIRONMENTAL IMPACT OF RECREATION ON NATURAL AREAS 3**

Students will examine the impact of recreation on natural areas in four of New Jersey's major ecosystems: upland forest, pinelands, salt marsh and barrier beach. On-site visits to a variety of natural areas will allow for comparison and contrast of heavily used sites with those which have been relatively undisturbed. Students will inventory the natural resources of each site and will use their inventories to develop "Recreation Impact Statements." First-hand knowledge of the four ecosystems will be gained by camping in or near each area. Special fee.

**CNFS 500 CURRICULUM DEVELOPMENT IN ENVIRONMENTAL EDUCATION 3**

The historical, philosophical and conceptual aspects of developing a K-12 environmental education curriculum. The focus is on the four major curriculum areas: humanities, social studies, science and outdoor pursuits, with proposed activities for the classroom, school grounds, community and natural areas, intended to enhance the student's awareness of environmental problems and their possible solutions.

**CNFS 501 OUTDOOR TEACHING SITES FOR ENVIRONMENTAL EDUCATION 3**

This field-oriented course will include a working definition of outdoor environmental teaching sites as they relate to current developments in environmental education. Also incorporated, through lecture, discussion, and field activities will be pertinent information on the philosophy, design, construction, and use of outdoor environmental teaching sites, with special emphasis on sites which can be developed on land areas adjacent to schools.

**CNFS 502 AMERICAN HERITAGE SKILLS 3**

This course will focus on the home life style for the American colonies from the 1600's to the 1800's. Various skills such as spinning, working with wool, natural dyeing, candle making, rug making, soap making, quilting and food processing will be demonstrated and students will have the opportunity to develop their proficiency in these areas. The colonial living skills will be integrated into a general overview of the two hundred year time period under consideration, rather than as isolated elements.

**CNFS 505 SOCIETY AND THE NATURAL ENVIRONMENT 3**

This field science course will focus upon interrelationships of a forest ecosystem. Soil, water, plants and animals found in a northeastern hardwood forest will be examined in detail and their relationship to humankind will be discussed and reviewed.

**CNFS 601 ADVANCED ENVIRONMENTAL EDUCATION 3**  
**SEMINAR**

The seminar is geared toward advanced students who want to examine, in depth, a selected topic related to current developments in environmental education. The seminar will choose a particular issue facing environmental education, develop a method for studying that issue, and produce a publishable work (e.g. curriculum materials or academic paper) related to the topic.

*Prerequisites: CNFS 500, graduate status required.*

**CNFS 609 INDEPENDENT STUDY IN ENVIRONMENTAL 1-4**  
**CURRICULUM DEVELOPMENT**

Teachers, who have participated in academic programs at the School of Conservation and wish to deepen their understanding of environmental education activities, may enroll in this independent study. In doing so, participants may develop an environmental education curriculum for a specific grade level, subject discipline, or school district. Credit is dependent on the scope and depth of the program to be developed.

**CNFS 610 ADMINISTRATION AND SUPERVISION OF 3**  
**ENVIRONMENTAL FIELD STUDY**

This course is intended to provide an overview of administrative procedures in organizing and implementing a day or resident program in environmental education. Among the areas to be reviewed are: historical and philosophical perspectives, development of a field curriculum, staff selection and training, financial management, facility design and selection of equipment. Field trips to other centers will be included.

## **PHILOSOPHY**

### **MASTER OF ARTS IN TEACHING, CONCENTRATION IN TEACHING MIDDLE SCHOOL PHILOSOPHY**

*Director of the Institute for the Advancement  
of Philosophy for Children (IAPC): Dr. Matthew Lipman*  
*Director of IAPC Graduate Programs,  
Graduate Advisor: Dr. Ann Margaret Sharp*

The master's program in philosophy for children is designed for candidates who have a liberal arts degree or its equivalent. In view of the growing awareness of the importance of reasoning to the educational process, and in view of the high regard in which the Philosophy for Children program has come to be held by educators internationally, proficiency in teaching children philosophy, as attested by this degree, will strongly recommend such individuals to elementary and secondary schools seeking teachers with proficiency in improving students' cognitive skills.

Students attend four semesters of which the first and final are summer residential sessions held off campus in a community setting. Students take 36 credits in philosophy for children, educational psychology, and sociological theory. An

additional ten credits enables the student to acquire actual classroom experience teaching philosophy to children under supervision in local public schools and to analyze their teaching experience under the guidance of the professional staff.

Since the inception of this program in 1981, candidates from many foreign nations have participated in addition to students from various parts of the United States. Many of these students already held a master's degree in Philosophy before entering into this program. Among those who have successfully completed the program, some have gone on to Ph.D. programs in various universities, including the new Ph.D. Program in Philosophy for Children at Southern Illinois University; some have become Philosophy for Children coordinators in school districts; and some have become classroom teachers.

### **Certification**

Candidates may, if they choose, opt for K-12 certification in a discipline other than philosophy (since philosophy is not a certifiable discipline in most states). Before beginning the degree program, the student who chooses this option should identify the discipline in which certification is to be requested upon consultation with the graduate advisor. It is the student's responsibility to contact the departmental certification advisor in that discipline to determine which courses the student will need to take in addition to the 46 graduate-credit Program in Philosophy for Children. There is no reason why these courses could not be taken in advance of the student's residence at Montclair State. The student will also be responsible for designing a work program with the director of the IAPC graduate programs, which will secure the approval of the certifying officer of the College, the Dean of the School of Professional Studies.

### **Admission Requirements**

Students should have a strong background in the liberal arts, with at least 15 undergraduate credits in traditional philosophy and 6 credits in psychology. Courses in the history of philosophy and logic are particularly desirable. Also required are an overall average of 3.00 in undergraduate work, Graduate Record Examination or Miller Analogies Test scores, and an interview. (The examination scores are waived in the case of individuals already holding a master's degree.)

### **Examinations**

All candidates for the degree must pass the IAPC comprehensive examination given each year at the end of the summer terminal session. Application for this examination must be made in writing to the Office of Graduate Studies by March 1st of the year in which the examination is to be taken. Candidates are examined in the teaching of reasoning, inquiry and concept formation skills, and in the relationship between the history of ideas and philosophy for children.



# REQUIREMENTS FOR THE MASTER OF ARTS IN TEACHING, CONCENTRATION IN TEACHING MIDDLE SCHOOL PHILOSOPHY

Summer (one month off-campus residential session)

**Semester  
Hours**

PHLC	510	Teaching Philosophical Reasoning I & II .....	6
PHLC	511	Teaching Philosophical Reasoning III .....	3

Fall

CURR	400	Teacher, School and Society .....	3
CURR	401	Senior Field Experience .....	1
CURR	414	In-service Supervised Teaching I .....	4
CURR	521	Seminar: Problems of a Classroom Teacher .....	1
EDFD	521	Contemporary Educational Thought .....	3
PHLC	512	Value Inquiry .....	3

Spring

CURR	415	In-service Supervised Teaching II .....	4
EDFD	581	Foundations of Reflective Education .....	3
PHLC	513	Social Inquiry .....	3
PSYC	560	Advanced Educational Psychology .....	3
SOCI	560	Sociological Theory .....	3

Summer (one month, off-campus residential session)

PHLC	614	Scientific Reasoning .....	3
PHLC	615	Foundations of Philosophy for Children .....	3
			46

## COMPREHENSIVE EXAMINATION

## INSTITUTE FOR THE ADVANCEMENT OF PHILOSOPHY FOR CHILDREN

### Course Descriptions

**Semester  
Hours**

<b>PHLC</b>	<b>510</b>	<b>TEACHING PHILOSOPHICAL REASONING I AND II</b>	<b>6</b>
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This course aims to acquaint prospective teachers with reasoning skills that are employed in everyday conversation, reading, listening, and writing so as to prepare teachers to encourage children in the use of such skills. Course represents a range of inquiries which in traditional philosophy would be known as philosophy of language, metaphysics, aesthetics, ethics, philosophy of science, and epistemology. However, this content has been reconstructed to make it accessible to children.

<b>PHLC</b>	<b>511</b>	<b>TEACHING PHILOSOPHICAL REASONING III</b>	<b>3</b>
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The aim of this course is to assist prospective teachers to operationalize reasoning skills and to utilize certain aspects of philosophy of language, aesthetics, and epistemology for the enhancement of writing skills.

*Prerequisite: PHLC 510.*

**PHLC 512 VALUE INQUIRY****3**

Prospective teachers are introduced to the techniques by which reasoning can deal with moral issues in the objective and impartial fashion known as ethical inquiry for children.

**PHLC 513 SOCIAL INQUIRY****3**

This course will enable prospective teachers who have already taken the foundational course in philosophy for children to teach children to apply basic reasoning skills to the social studies. The program, therefore, represents an integration of philosophy, logic and social sciences. It is also a way of presenting the social studies as a discussion course in which the conceptual foundations of the behavioral sciences are reviewed and appraised.

*Prerequisites: PHLC 510, 511.*

**PHLC 614 SCIENTIFIC REASONING****3**

This course helps prospective teachers understand some of the ways in which thinking skills can be applied to basic concepts in the physical sciences. It, therefore, focuses upon the intersection between philosophy of science, scientific methodology, and educational research.

**PHLC 615 FOUNDATIONS OF PHILOSOPHY FOR CHILDREN****3**

Students will consider the domain of children's reasoning. Attention will be given to children of elementary school years. Special attention will be given to problems of linguistic interaction and to identification of the educational and social factors responsible for philosophical understanding and cognitive performance of children.

## **PHYSICAL EDUCATION, RECREATION AND LEISURE STUDIES**

*Chairperson: Professor Timothy Sullivan*

*Graduate Advisor: Dr. Ree K. Arnold*

The graduate program in Physical Education provides students the opportunity to pursue advanced study in the general field of physical education, and to develop competency in an area of concentration. Concentrations are offered in Teaching and Administration of Physical Education, Coaching and Sports Administration, and Exercise Sciences. The program is designed to develop and enhance competencies necessary for teaching in school programs, coaching of athletics, conducting individualized exercise programs, administration of physical education and/or athletics, and administration of specialized exercise programs in a non-school setting.

Both theoretical and practical approaches are emphasized throughout the program. In addition to course work in an area of concentration, all students complete a core of required courses including philosophical and sociological foundations of sport and physical education. Analytical skills are developed through a

sequence of courses culminating in a research project. A written comprehensive examination is required of all degree candidates.

Facilities for research in motor learning, biomechanics and exercise physiology are provided in the Speidel Human Performance Laboratory. These facilities are available for classwork and independent research by students and faculty.

The Department of Physical Education, Recreation and Leisure Studies is a member of the Panzer School Council and is administered by the School of Professional Studies. The Master of Arts degree with a major in Physical Education has been offered at Montclair State since 1964.

## ADMISSION REQUIREMENTS

All applicants must meet the basic admission requirements for graduate study at Montclair State. Applicants for the concentrations in Teaching and Administration of Physical Education and Coaching and Sports Administration must have a bachelor's degree with a major in Physical Education or a teaching certificate in Physical Education. For the concentration in Exercise Sciences, a bachelor's degree with a major in Physical Education or a closely related area is preferred; evidence of coursework in anatomy and physiology, exercise physiology, chemistry and nutrition is required. Students lacking adequate preparation may be required to take additional coursework at the undergraduate level as a prerequisite to matriculation in the master's program.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN PHYSICAL EDUCATION

**Semester  
Hours**

I. Required Courses*		
PEMJ	575	Philosophical and Sociological Foundations of Sport and Physical Education ..... 3
PEMJ	579	Analytic Methods in Physical Education ..... 3
PEMJ	503	Research Methods in Physical Education ..... 3
PEMJ	505	Research Seminar in Physical Education ..... 1
PEMJ	603	Research Project ..... 4
(Full year course, register in Fall only)		
*Course 579 <i>must</i> be completed before 503 and both 503 and 505 <i>must</i> be completed <i>before</i> 603. In special cases 579 and 503 may be taken concurrently with permission of the instructor of 503.		
II. Concentrations		
In addition to the required courses above, students are required to complete 15 semester hours in one of the following concentrations.		
A. Teaching and Administration of Physical Education		
PEMJ	577	Administration and Supervision of Physical Education ..... 3
PEMJ	530	Individualized Programs in Physical Education for the Handicapped ..... 3
PEMJ	557	Perceptual-Motor Development in Physical Education ..... 3



PEMJ	560	Physical Education Programs in a School Setting .....	3
PEMJ	556	Advanced Motor Learning .....	3
B. Coaching and Sports Administration			
PEMJ	508	Administration and Supervision of Athletics and Coaching .....	3
PEMJ	554	Orientation to Sports Medicine .....	3
PEMJ	555	Biomechanical Analysis of Movement and Sport Skills .....	3
PEMJ	556	Advanced Motor Learning .....	3
PEMJ	559	Applied Sport Psychology .....	3
C. Exercise Sciences			
PEMJ	540	Applied Exercise Physiology .....	3
PEMJ	541	Exercise Prescription and Programming .....	3
PEMJ	542	Applied Cardiac Rehabilitation .....	3
PEMJ	544	Administration of Specialized Exercise Programs .....	3
PEMJ	548	Practicum in Individualized Exercise Programs .....	*3-6

\*3 S.H. required; additional S.H. considered as elective credits, with approval of advisor.

### III. Free Electives

Six semester hours may be selected from the Physical Education offerings or from any discipline outside the field of physical education, provided course prerequisites are satisfied.

### IV. Written Comprehensive Examination

All students are required to write a comprehensive examination during the last year of their work. The examination is given in March and October. Application forms are available in the Office of Graduate Studies and must be filed six weeks before the examination in the office of the Graduate Advisor in Physical Education. The examination consists of three parts covering research skills, knowledge in the concentration area and general aspects of Physical Education.

### SUMMARY

Required Courses	14 s.h.
Concentration	15 s.h.
Free Electives	6 s.h.
Minimum	35 s.h.

Note: The following PEMJ courses are general electives within the program:

- 492 Selected Topics in Physical Education
- 516 Comparative Physical Education
- 531 Practicum in Physical Education for the Handicapped
- 550 Literature and Trends in Physical Education
- 552 Seminar in Current Problems in Athletics
- 553 Neurological Approach to Motor Learning and Performance

A list of suggested electives from other departments is available from the graduate advisor.

# PHYSICAL EDUCATION, RECREATION AND LEISURE STUDIES

Course Descriptions	Semester Hours
<b>PEMJ 503 RESEARCH METHODS IN PHYSICAL EDUCATION</b>	<b>3</b>
An introduction to the theory and methods of historical, descriptive and experimental methods of research in physical education. Topics include the nature of research, interpretation of data and design of research.	
<i>Prerequisite: PEMJ 579.</i>	
<b>PEMJ 505 RESEARCH SEMINAR IN PHYSICAL EDUCATION</b>	<b>1</b>
Provides for the examination of current research topics in physical education, sport, and exercise sciences. Each student will conduct an in-depth review and analysis of literature related to a specific research topic, and develop a formal research proposal.	
<i>Prerequisite: PEMJ 503 and 579.</i>	
<b>PEMJ 508 ADMINISTRATION AND SUPERVISION OF ATHLETICS AND COACHING</b>	<b>3</b>
Underlying principles and desirable practices from the point of view of the administrator and supervisor, and of the person supervised and subjected to administrative policies. Interviewing, observation, conducting conferences and administrative considerations.	
<b>PEMJ 516 COMPARATIVE PHYSICAL EDUCATION</b>	<b>3</b>
A comparative study of physical education to provide insight and greater understanding of programs in other countries. Such factors as the role of physical education, the similarities and differences in teacher preparation and the school curriculum between countries will be examined and compared in detail.	
<b>PEMJ 530 INDIVIDUALIZED PROGRAMS IN PHYSICAL EDUCATION FOR THE HANDICAPPED</b>	<b>3</b>
This course will offer a pragmatic approach to the planning and implementation of programs in appropriate environments to meet specific needs of handicapped persons.	
<b>PEMJ 531 PRACTICUM IN PHYSICAL EDUCATION FOR THE HANDICAPPED</b>	<b>3</b>
Practical experience with mentally retarded, emotionally disturbed, physically handicapped or sensory handicapped persons. Requirement is for 120 hours (including conference time).	
<i>Prerequisite: PEMJ 557 and instructor's permission.</i>	
<b>PEMJ 540 APPLIED EXERCISE PHYSIOLOGY</b>	<b>3</b>
This course provides an analysis of current research and theory regarding the short and long-term effects of exercise on the human organism. The student will learn to apply physiological principles to the development of exercise programs.	

**PEMJ 541 EXERCISE PRESCRIPTION AND PLANNING 3**

This course provides the student the opportunity to develop competencies in assessment, prescription, monitoring and evaluation within the framework of exercise programming.

*Prerequisite: PEMJ 540 or permission of instructor.*

**PEMJ 542 APPLIED CARDIAC REHABILITATION 3**

This course provides the student current information concerning principles and programs of cardiac rehabilitation in order to apply this knowledge to the conduct of such programs in a variety of settings.

*Prerequisites: PEMJ 375 or permission of instructor.*

**PEMJ 544 ADMINISTRATION OF SPECIALIZED EXERCISE PROGRAMS 3**

This course provides information concerning principles of administration, staffing, facilities, equipment, and finance to prepare the student to administer specialized exercise programs in a variety of settings.

**PEMJ 548 PRACTICUM IN INDIVIDUALIZED EXERCISE PROGRAMS 3-6**

This course provides the student the opportunity for practical experience in the application of individualized exercise prescriptions for asymptomatic and/or symptomatic individuals in a variety of non-school settings.

*Prerequisites: Completion of required courses within area of specialization in exercise sciences (12 sh) or permission of instructor.*

**PEMJ 550 SURVEY OF LITERATURE AND TRENDS IN PHYSICAL EDUCATION 3**

Comprehensive survey of books, periodicals and other teaching materials in the field of physical education; outstanding authors and current leaders in physical education are studied.

**PEMJ 552 SEMINAR IN CURRENT PROBLEMS IN ATHLETICS 3**

The organization, planning and administration of intramural and interscholastic sports programs for men and women. Program development, scheduling, promotion and conduct of the program and personnel selection. Other persistent problems identified by the students will be discussed as will trends in such areas as sports media, coaching and officiating.

**PEMJ 553 A NEUROLOGICAL APPROACH TO MOTOR LEARNING AND PERFORMANCE 3**

The psychology of motor behavior, a neuropsychological approach; integrating neuropsychological and behavioral information as a beginning toward understanding motor behavior.

**PEMJ 554 ORIENTATION IN SPORTS MEDICINE 3**

New techniques, materials, modalities and problems related to the prevention and care of athletic injuries; current developments in the field; new conditioning concepts and activities for both the athlete and non-athlete.

*Prerequisites: Courses in kinesiology, physiology of exercise and prevention and care of athletic injuries, or instructor's permission.*



**PEMJ 555 BIOMECHANICAL ANALYSIS OF MOVEMENT AND SPORT SKILLS 3**

The examination of internal and external forces that act upon a human body and the effects produced by these forces during the performance of movement and sport skills. Application of techniques for measuring and diagrammatically representing these forces.

**PEMJ 556 ADVANCED MOTOR LEARNING 3**

Psychological learning theory and research related to physical activity and educational program situations. Application of research and theory to the teaching of physical education and sport.

**PEMJ 557 PERCEPTUAL MOTOR DEVELOPMENT IN PHYSICAL EDUCATION 3**

Current theories concerning the interrelationships of perceptual motor development and sensory-motor activity. Implications for school physical education programs.

**PEMJ 559 APPLIED SPORT PSYCHOLOGY 3**

This course provides an in-depth analysis of the theories and techniques of sport psychology. Student will learn how to apply these skills to the teaching and coaching situations in order to optimize the performance of students and athletes.

**PEMJ 560 PHYSICAL EDUCATION PROGRAMS IN A SCHOOL SETTING 3**

Current trends in activities programming and scheduling in physical education for grades K-12. Opportunities provided for students to work in their particular area of programming interest.

*Prerequisite: A methods course in physical education.*

**PEMJ 575 PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF SPORT AND PHYSICAL EDUCATION 3**

The historical development of modern physical education programs. The sociological factors affecting behavior in modern society applied to teaching and coaching situations.

*Prerequisite: A course in the history and principles of physical education.*

**PEMJ 577 ADMINISTRATION AND SUPERVISION IN PHYSICAL EDUCATION 3**

The role and responsibilities of the administrator in physical education. Theories and techniques of administration and management. The nature, purposes and techniques of supervision of teachers.

**PEMJ 579 ANALYTIC METHODS IN PHYSICAL EDUCATION 3**

An introduction to descriptive and inferential statistics, both parametric and non-parametric. Analytic methods will be applied to specific problems in physical education, and microcomputer programs will be used to analyze behavioral data.

**PEMJ 580 INDEPENDENT STUDY IN PHYSICAL EDUCATION 1-3**

An experience in the pursuit of study of topics which may be outside the scope of regular curricular offerings or may be an extension of a course or courses. A student may complete a maximum of three semester hours credit in independent study. Completion and approval of independent study application form required prior to registration.

Guidance is provided in developing and conducting a research project in physical education. Each student is required to conduct an investigation of a specific problem and to submit a written report of the completed project to the faculty of the department of physical education. Full year course. Register fall only.

*Prerequisite: PEMJ 503.*

## PSYCHOLOGY

*Chairperson: Dr. Sandra*

*Graduate Advisors: Dr. Paul Locher, Dr. Joan Silverstein*

There are two entirely separate Master of Arts degrees offered within this department. The MA in Psychology (with two concentrations available in Industrial and Organizational Psychology and Clinical Psychology for Spanish-English Bilinguals) is described immediately below. For the MA in Educational Psychology, see following pages.

### MASTER OF ARTS DEGREE IN PSYCHOLOGY

*Graduate Advisor: Dr. Paul Locher*

The Master of Arts in Psychology is designed primarily as an intermediate degree. This program prepares the student for advanced studies in many psychological fields such as developmental, experimental, learning, personality and counseling, school, and social psychology.

### ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State.

In addition, applicants must meet the following departmental requirements.

1. 12 undergraduate credits in psychology including a course in statistics and a laboratory course in experimental psychology.
2. The Advanced Psychology Test of the Graduate Record Examination.
3. Approval by the departmental committee.

### REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN PSYCHOLOGY

#### Semester Hours

I.	Required Courses	12
	PSYC 510 Research Methods in Psychology	3
	PSYC 520 Survey of Experimental Psychology	3

	PSYC 550	Quantitative and Statistical Methods	3
	PSYC 578	Psychological Tests and Measurements	3
II.	Specialization courses		12
	To be selected with the advice and approval of the Graduate Advisor.		
III.	Free electives		6
	To be selected with the approval of the Graduate Advisor.		
IV.	Thesis PSYC 600		4
			Total semester hours: 34

## CONCENTRATION IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

*Graduate Advisor: Dr. Paul Locher*

The Industrial and Organizational Psychology Program is designed to prepare persons for work in business and industry as professional specialists in the application of psychological knowledge and techniques to the functioning of individuals in organizations. The program draws from many areas of psychology especially testing, statistics, experimental design, learning, motivation, and interpersonal relations.

## REQUIREMENTS FOR THE INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY CONCENTRATION

			Semester Hours
I.	Required Courses		15
	PSYC 510	Research Methods in Psychology	3
	PSYC 520	Survey of Experimental Psychology	3
	PSYC 550	Quantitative and Statistical Methods	3
	PSYC 578	Psychological Tests and Measurements	3
	PSYC 658	Seminar in Industrial and Organizational Psychology	3
II.	Specialization		9
	PSYC 554	Psychology of Business and Industry	3
	PSYC 557	Theory and Application in Consumer Psychology	3
	PSYC 558	Personnel Psychology	3
	PSYC 570	Psychology of Human Factors	3
	PSYC 571	Organizational Psychology	3
III.	Thesis		4
	PSYC 600	Thesis	4
IV.	Electives: Psychology		Maximum of 6
	PSYC 552	General Social Psychology	3
	PSYC 553	Urban Psychology	3
	PSYC 563	Theories of Learning	3
	PSYC 568	Psychology of Group Dynamics	3



	PSYC	581	Motivation .....	3
	PSYC	582	Behavior Modification .....	3
V.	Electives: Other Departments .....			Maximum of 6
	To be selected with the approval of the Graduate Advisor.			
				Total Semester Hours: 37

## CONCENTRATION IN CLINICAL PSYCHOLOGY FOR SPANISH-ENGLISH BILINGUALS

*Graduate Advisors: Dr. Robert McCormick  
Dr. Margarita Garcia*

The Clinical Psychology Program for Spanish-English Bilingual Psychologists will prepare our graduates to function in applied mental health settings that have a significant Spanish-speaking clientele.

## REQUIREMENTS FOR THE CONCENTRATION IN CLINICAL PSYCHOLOGY FOR SPANISH-ENGLISH BILINGUALS

				<b>Semester Hours</b>
I.	Required Courses .....			12
	PSYC	510	Research Methods .....	3
	PSYC	520	Advanced General Psychology I .....	3
	PSYC	551	Mental Health Issues of Hispanics .....	3
	PSYC	630	Nonbiased Assessment of Hispanics .....	3
II.	Specialization .....			15
	PSYC	574	Individual Intelligence Testing .....	3
	PSYC	576	Projective Techniques II** .....	3
	PSYC	593	Clinical Interviewing .....	3
	PSYC	670	Introduction to Psychotherapy .....	3
	PSYC	680	Internship in Clinical Psychology .....	3
III.	Development .....			6
	PSYC	561	Developmental Psychology .....	3
	PSYC	667	Abnormal Psychology .....	3
IV.	Electives .....			3
	ANTH	538	Ethnopsychology .....	3
	COUN	559	Dynamics of Group Process .....	3
	COUN	581	Community Resources .....	3
	COUN	590	Counseling the Alcoholic .....	3
	HECO	542	Dynamics of Family Interaction .....	3
	HECO	544	Intercultural Study of Family .....	3
	PSYC	552	General Social Psychology .....	3
	PSYC	582	Behavior Modificaiton .....	3
	PSYC	685	Psychoanalytic Theory .....	3

SOCI	574	Sociology of Ethnic Relationships	3
SOCI	577	Sociology of Poverty in the United States	3

## V. Comprehensive Examination

Total Semester Hours: 36

*\*\*PSYC 576 is the second of a sequence of two Projective Techniques courses that can, stand alone. It covers a variety of psychological projective techniques other than the Rorschach test, for example, the TAT, Draw-A-Person, etc. It was selected for this program because (a) the projective tests covered in PSYC 576 are more likely to be encountered by our clinical students in their applied setting; and, (b) the validity of Inkblot tests with Hispanic clients has not been established.*

# MASTER OF ARTS DEGREE IN EDUCATIONAL PSYCHOLOGY

*Graduate Advisor: Dr. Paul Locher*

The Master of Arts in Educational Psychology aims to increase the student's knowledge of the application of psychological theory to educational practice.

## ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State. In addition, the applicant must have 12 undergraduate credits in psychology including a course in statistics and a laboratory course in experimental psychology, and be approved by the departmental committee.

# REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATIONAL PSYCHOLOGY

			Semester Hours
I.	Required Courses		15
	PSYC	510 Research Methods in Psychology	3
	PSYC	560 Advanced Educational Psychology	3
	PSYC	561 Developmental Psychology	3
	PSYC	578 Psychological Tests and Measurements	3
	PSYC	660 Current Topics in Educational Psychology	3
II.	Electives: Psychology		15
	To be selected with the approval of the Graduate Advisor.		
	Possible areas of emphasis and relevant courses:		
	Learning		
	PSYC	503 Language and Communication	3
	PSYC	549 Psychology of the Adult Learner	3
	PSYC	550 Quantitative and Statistical Methods	3
	PSYC	563 Theories of Learning	3
	PSYC	570 The Psychology of Human Factors	3

PSYC	573	Physiological Psychology .....	3
PSYC	581	Motivation .....	3
PSYC	582	Behavior Modification .....	3
PSYC	583	Sensation and Perception .....	3
Child-Developmental			
PSYC	503	Language and Communication .....	3
PSYC	555	Psychological Aspects of Poverty .....	3
PSYC	563	Theories of Learning .....	3
PSYC	564	Psychology and Education of Physically and Mentally Handicapped Children .....	3
PSYC	565	Psychology and Education of Socially and Emotionally Handicapped Children .....	3
PSYC	580	Personality .....	3
PSYC	585	Psychoanalytic Theory .....	3
Clinical			
PSYC	542	Topics in Human Sexuality .....	3
PSYC	568	Psychology of Group Dynamics .....	3
PSYC	580	Personality .....	3
PSYC	582	Behavior Modification .....	3
PSYC	585	Psychoanalytic Theory .....	3
PSYC	593	Clinical Interviewing .....	3
PSYC	645	Sexual Function and Dysfunction .....	3
PSYC	667	Abnormal Psychology .....	3
PSYC	670	Introduction to Psychotherapy .....	3
Social-Personality			
PSYC	538	Ethnopsychology .....	3
PSYC	547	Woman: A Cross-Cultural Perspective .....	3
PSYC	552	General Social Psychology .....	3
PSYC	553	Urban Psychology .....	3
PSYC	555	Psychological Aspects of Poverty .....	3
PSYC	568	Psychology of Group Dynamics .....	3
PSYC	580	Personality .....	3
PSYC	581	Motivation .....	3
PSYC	585	Psychoanalytic Theory .....	3
III.	Electives: Other Departments .....		6
To be selected with the approval of the Graduate Advisor.			
IV.	Thesis (Elective)		
V.	Comprehensive Examination		
Minimum: 34 semester hours with Thesis option or 36 semester hours with- out Thesis option. Students who elect the Thesis option will take one less course in each Elective category (II and III).			

### School Psychologist Certification (N.J. State Certificate)

*Graduate Advisor: Dr. Joan Silverstein*

The School Psychologist Certification Program is designed to meet the need for school psychologists by offering an integrated sequence of courses and supervised



school, clinical, and community experiences., In addition, if all appropriate requirements are met, the student in this certification program will receive either an MA in Psychology or an MA in Educational Psychology. See the latest information.

## ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State.

In addition, applicants must meet the following departmental requirements.

- 1. 12 undergraduate credits in psychology including a course in statistics and a laboratory course in experimental psychology.
- 2. The Advanced Graduate Record Examination in Psychology.
- 3. The Miller Analogies Test.
- 4. Four letters of recommendation.
- 5. Approval by the departmental committee. Final application date January 31 for following September and October 31 for following January.

## REQUIREMENTS FOR THE SCHOOL PSYCHOLOGIST CERTIFICATION PROGRAM

			Semester Hours
I.	Educational Foundations (Select 4 courses) .....		12
	EDFD	521 Contemporary Educational Thought .....	3
	PSYC	538 Ethnopsychology .....	3
	PSYC	553 Urban Psychology .....	3
	PSYC	555 Psychological Aspects of Poverty .....	3
	PSYC	560 Advanced Educational Psychology .....	3
	PSYC	660 Current Topics in Educational Psychology .....	3
	ANTH	535 Ethnology I .....	3
	SOCI	565 Sociology of Youth .....	3
II.	Education of the Handicapped .....		6
	PSYC	564 Psychology and Education of Physically and Mentally Handicapped .....	3
	PSYC	565 Psychology and Education of Socially and Emotionally Handicapped .....	3
III.	Testing and Clinical Techniques .....		24
	PSYC	510 Research Methods in Psychology .....	3
	PSYC	550 Quantitative and Statistical Methods .....	3
	*PSYC	574 Individual Intelligence Testing .....	3
	*PSYC	575 Projective Techniques I .....	3
	*PSYC	576 Projective Techniques II .....	3
	PSYC	578 Psychological Tests and Measurements .....	3
	PSYC	593 Clinical Interviewing .....	3
	*PSYC	610 Diagnostic Case Studies .....	3
	*PSYC	661 Practicum in School Psychology .....	3
	*PSYC	662 School Psychologist Externship .....	3

IV.	Personality and Behavioral Development .....	12
PSYC	561 Developmental Psychology .....	3
PSYC	563 Theories of Learning .....	3
PSYC	573 Physiological Psychology .....	3
PSYC	580 Personality .....	3
PSYC	582 Behavior Modification .....	3
PSYC	667 Abnormal Psychology .....	3

V. Electives: Select courses to balance the program, with permission of graduate advisor.

\*Admission to the course is subject to approval of graduate coordinator.

Minimum: 60 semester hours

## PSYCHOLOGY

### Course Descriptions

### Semester Hours

#### **PSYC 503 LANGUAGE AND COMMUNICATION 3**

Influence of psychology, linguistics and biology on the learning and use of language. Psycholinguistics, language and thought, language disorders, development of communication, dialect differences.

#### **PSYC 510 RESEARCH METHODS IN PSYCHOLOGY 3**

This course provides the essentials needed to read, understand and critically evaluate research reports. Students will also learn how to carry out the entire research process, starting with identifying the research problem and ending with a thesis or research report. Factorial analysis of variance and the major multiple correlational designs are explained.

*Prerequisite: Undergraduate laboratory course in experimental psychology.*

#### **PSYC 520 SURVEY OF EXPERIMENTAL PSYCHOLOGY 3**

This course surveys current topics in human experimental psychology, emphasizing theory and empirical research. Topics will include sensation, perception, learning, memory, cognition, language and physiological psychology. This course must be taken in the first year of the program.

#### **PSYC 538 ETHNOPSYCHOLOGY 3**

This is an interdisciplinary course on convergencies of theoretical and methodological concepts from psychology and anthropology. There is a cross-cultural focus on the relationship of culture to personality, cognition, stress, mental disorders, and aging. Cross-listed with ANTH 538.

*Prerequisite: Undergraduate work in psychology or anthropology.*

#### **PSYC 542 TOPICS IN HUMAN SEXUALITY 3**

Selected topics will be chosen from biological, educative, social and/or psychological perspectives of human sexuality. These might include a focus on a particular sexual dysfunction or group of dysfunctions, genetic vs. environmental influences on sexual behavior, alternative life styles, etc. Topics will depend on recent studies in the field of human sexuality, student interest and/or faculty research.

**PSYC 547 WOMAN: A CROSS-CULTURAL PERSPECTIVE 3**

The physiological and psychological aspects of women studied cross-culturally and their implications for today's society are the focus of this course. Morphological and psychological developments from conception to death in various cultures will be discussed, and inferences about the roles of women in our society will be made.

**PSYC 548 SEX EDUCATION IN COMMUNITIES AND AGENCIES 3**

This course begins with a discussion of the philosophy of sex education. It covers the special problems with this sensitive topic including strategies for community advocacy, techniques for teaching at the various levels, and new teaching materials. Students will be expected to develop and present model curricula.

**PSYC 549 PSYCHOLOGY OF THE ADULT LEARNER 3**

A variety of classical and modern learning theories—behavioristic, cognitive-developmental, and information-processing—are examined with the goal of having students understand the implications of these theories for training and teaching adult learners. Completion of one outside project involving theory application is required.

**PSYC 550 QUANTITATIVE AND STATISTICAL METHODS 3**

This course presents the theory and use of simple and factorial anova, regression, and covariance to analyze representative psychological data. The use of computer packages for analysis is included.

*Prerequisite: An undergraduate psychology statistics course or equivalent.*

**PSYC 551 MENTAL HEALTH ISSUES OF HISPANICS 3**

This course will familiarize the student with the personal, social, cultural and institutional forces that affect the mental health of hispanics and hispanic Americans and how these impact on treatment issues. The course will explore the heterogeneity of the hispanic groups in the United States and how these groups respond in a unique way to the various services offered in the community mental health setting.

**PSYC 552 GENERAL SOCIAL PSYCHOLOGY 3**

This course surveys and analyzes the theoretical and empirical literature of modern social psychology. Among topics dealt with are the social psychology of the psychology experiment, attitude development and change, group processes and conflict, role theory, ecological psychology, socialization, organizations and work places, and a number of other themes and issues focused on the individual's relationship to the larger social structure.

*Prerequisite: Undergraduate work in psychology or sociology.*

**PSYC 553 URBAN PSYCHOLOGY 3**

This course offers a systematic exploration of the modern city and the interaction of physical and social/behavioral systems and their impact on urban life. Among those topics dealt with are major theoretical perspectives on the city, concepts of community in the contemporary city, the social psychology of city life, cognition in the city, and issues related to density, housing and urban planning and design.



**PSYC 554 PSYCHOLOGY OF BUSINESS AND INDUSTRY 3**

This course combines applied methodologies with content areas in Industrial Psychology. Survey methods, sampling techniques and quasi-experimental designs are applied to training, performance appraisal, employee attitude and program evaluation activities in organizations.

**PSYC 555 PSYCHOLOGICAL ASPECTS OF POVERTY 3**

Relationships between individual and group psychological factors and poverty as a major domestic issue are examined. Critical approaches to psychological theories of poverty and a general investigation of the dynamics of victimization will be explored. Among those topics dealt with are perceptions of the poor and the 'culture of poverty', the ideology of victim blaming, educational issues and poverty, housing, the nature of individual and group change, and poverty and personality.

**PSYC 556 ENVIRONMENTAL PSYCHOLOGY 3**

This course surveys the interaction of physical environments and human behavior. Among those topics covered are issues of causality, environmental metaphors, population density and crowding, environmental perception and cognition, the social psychology of place, architecture and behavior, issues in 'dwelling', competence and educational environments, technology, and people and the natural world.

**PSYC 557 THEORY AND APPLICATION IN CONSUMER PSYCHOLOGY 3**

The theories and assessment of consumer behaviors utilizing fundamental psychological principles will be emphasized. Students will undertake a field research project.

*Prerequisite: An undergraduate course in statistics.*

**PSYC 558 PERSONNEL PSYCHOLOGY 3**

Psychological methods and knowledge are applied to the personnel functions of industry. Emphasis is on major relevant social, economic and legislative changes which affect employment, including the impact of the civil rights and women's rights on fairness in employment.

**PSYC 560 ADVANCED EDUCATIONAL PSYCHOLOGY 3**

A comprehensive treatment of the cognitive and affective characteristics of the learner and the processes of learning and teaching provide the framework for this course. Behavioral, cognitive and information-processing theory are presented and their applicability to instructional strategies and classroom dynamics is discussed. Other areas included are the origins of individual differences including heredity and environment, early childhood education, cultural differences, student motivation, classroom management, measurement and evaluation, exceptional children and other topics.

**PSYC 561 DEVELOPMENTAL PSYCHOLOGY 3**

Philosophical, conceptual, theoretical and research issues pertinent to human development from prenatal life to adulthood are presented. The core conceptual issues of development, such as the nature-nurture controversy, the continuity-discontinuity issues, and the issue of stability-instability, are discussed, and their relationships to the major theories in developmental psychology are examined.

**PSYC 562 DYNAMICS OF HUMAN BEHAVIOR 3**

This course examines psychological adjustment processes, coping mechanisms, and mental health, given complex changing social forces. The course is designed for non-psychology majors.

**PSYC 563 THEORIES OF LEARNING 3**

The aim of this course is to provide the student with an understanding of modern learning theory, its historical context, theoretical ideas, research, and applications. To this end, the theoretical ideas of the major schools of learning – behaviorism, gestalt, cognitivism, and information-processing are reviewed.

**PSYC 564 PSYCHOLOGY AND EDUCATION OF  
PHYSICALLY AND MENTALLY HANDICAPPED  
CHILDREN 3**

The purpose of this course is to enhance the students' understanding of the psychological, social and educational implications of physical and intellectual disabilities in childhood and adolescence. Neurological impairment, mental retardation, visual and auditory deficits, speech and language disorders, and orthopedical handicaps will be discussed. This is not a methods course; however, educational practices and interventions will be included.

**PSYC 565 PSYCHOLOGY AND EDUCATION OF  
SOCIALLY AND EMOTIONALLY  
HANDICAPPED CHILDREN 3**

The purpose of this course is to provide students with theoretical and practical understanding of frequently encountered social and emotional pathologies of childhood and adolescence. Topics include depression, anxiety disorders, learning dysfunction, conduct disturbance, and psychosis. Although not a methods course, remedial and preventive techniques will be discussed.

**PSYC 568 PSYCHOLOGY OF GROUP DYNAMICS 3**

This course presents theories of group dynamics and illustrative application to understand personal, marital, political, industrial and professional life. Personal participation by the student in a group interactive process is required. The course is designed especially to help group leaders understand the complex underlying dynamic forces that influence our behavior in groups.

*Prerequisite: Open only to matriculated graduate psychology students.*

**PSYC 570 THE PSYCHOLOGY OF HUMAN FACTORS 3**

Psychological techniques will be applied to the problems that are encountered at the interface between human beings and modern technology. Topics include workplace design, computer systems, transportation systems, people in space, and control and display design.

**PSYC 571 ORGANIZATIONAL PSYCHOLOGY 3**

This course examines the psychological consequences of organizational structure, social norms and group processes. Areas covered include organizational development and change, leadership, motivation, and job satisfaction.

**PSYC 572 PROFESSIONAL PRACTICUM IN SCHOOL PSYCHOLOGY ISSUES 2**

This course provides an orientation in critical issues in the field of school psychology including roles and functions, the culture of schools and strategies for change, and legal and ethical issues. Guest speakers, group discussions, and a series of planned school experiences are utilized to provide a conceptual framework for the study of school psychology.

*Prerequisite: Approved certification candidacy in the school psychology program.*

**PSYC 573 PHYSIOLOGICAL PSYCHOLOGY 3**

The physiological bases of normal and abnormal behavior with emphasis on the anatomy, physiology, and pathology of the human nervous system are discussed. Starting with the nerve cell, the course progresses through the receptors, spinal cord, cortical and subcortical structures, psychosurgery, biofeedback, and other topics.

**PSYC 574 INDIVIDUAL INTELLIGENCE TESTING 3**

Students learn how to administer, score and interpret individual intelligence tests. Theories of intelligence and the appropriateness of the tests to specific populations are discussed. Students administer and report on the three Wechsler Intelligence Scales and the Stanford-Binet.

*Prerequisite: Approved certification candidacy in the school psychology program.*

**PSYC 575 PROJECTIVE TECHNIQUES I 3**

The basic instruments of projective testing, particularly the Rorschach and the Thematic Apperception Test (TAT), are reviewed from the standpoints of basic research and the mechanics of administration and scoring.

*Prerequisite: Approved certification candidacy in the school psychology program.*

**PSYC 576 PROJECTIVE TECHNIQUES II 3**

This course involves advanced theoretical aspects and practical application of projective tests. Students are required to administer and score tests, and to analyze individual cases, including supervised cases at the college psychoeducational center. An introduction to report writing is provided. The major emphasis is on the Rorschach, the Thematic Apperception Test, and projective drawings. Other assessment instruments are also included.

*Prerequisites: PSYC 574, 575, and approved certification candidacy in the school psychology program.*

**PSYC 578 PSYCHOLOGICAL TESTS AND MEASUREMENTS 3**

This course surveys the theory, construction and application of psychological tests. Topics include the statistical concepts underlying measurement; reliability and validity; critical analyses of selected intelligence, ability and personality tests; evaluation and interpretation of test data in practical situations; and the role of testing in clinical, educational and remedial settings.

*Prerequisite: An undergraduate psychology statistics course or equivalent.*

**PSYC 580 PERSONALITY 3**

The objectives of this course are to provide a comprehensive summary of several major contemporary theories of personality including psychoanalytic, humanistic, behavioristic and cognitive approaches; to present the student with a conceptual framework to compare and evaluate each theory; to investigate relevant research; and to consider practical applications of each theory.

*Prerequisite: PSYC 561.*



**PSYC 581 MOTIVATION****3**

This course presents an overview of theory and research on human and animal motivation. Topics covered will be specific motives such as hunger, thirst, sex, aggression, altruism, achievement, and social motivation, as well as motivational aspects of ethology, cognitive dissonance, acquired drives, decision making, cognitive processes in motivation, and emotional arousal and expression.

**PSYC 582 BEHAVIOR MODIFICATION****3**

This course reviews applications of conditioning principles to changing human behavior in clinical, educational, occupational and community settings. Selected topics include operant and classical conditioning, social learning theory, token economies, experimental design, cognitive behavior modification, aversive control, cognitive restructuring, biofeedback, and ethical issues in behavior modification. The course is designed to enable students to construct and implement behavior modification programs.

*Prerequisite: An undergraduate course in learning or the equivalent.*

**PSYC 583 SENSATION AND PERCEPTION****3**

The full range of visual processing phenomena, from sensory processing to memory and thinking, is presented in this course. Topics covered include psychophysics. The physiological bases of vision, involvement of cognitive processes in perception, perceptual development, and psychoaesthetics. The course also examines hearing, the skin senses, smell and taste.

*Prerequisite: An undergraduate experimental psychology course or instructor's permission.*

**PSYC 593 CLINICAL INTERVIEWING****3**

This course integrates the theory and practice of clinical interviewing. The goals of this course are to facilitate the development of the student's listening, diagnostic, and therapeutic interviewing skills.

*Prerequisite: 12 graduate credits in psychology or related fields.*

**PSYC 600 THESIS I****4**

Students attend a one-semester seminar to review the research process, develop individual research proposals under the supervision of faculty, present their proposals to the seminar, implement their proposals after approval by a faculty committee, report their research in a written M.A. thesis, and take an oral examination upon completion of the thesis. Students normally attend the seminar in a semester preceding registration for this course.

*Prerequisite: Permission of thesis advisor.*

**PSYC 610 DIAGNOSTIC CASE STUDIES****3**

This course provides integration of assessment and diagnostic skills within the context of school psychological services. Theoretical and practical issues of differential diagnosis are reviewed in depth. Communication of findings through written reports and oral feedback to significant parties is stressed. The development of intervention plans, including the individual educational program, are reviewed. In addition to other assignments, students work as supervised members of child study teams at the college psychoeducational center.

*Prerequisites: Approved certification candidacy in the school psychology program, PSYC 576.*

**PSYC 612 SPECIAL DIAGNOSTIC TECHNIQUES 3**

This course is designed for students who are already competent in basic individual assessment theory and methods. Recent advances in assessment theory and practice are discussed and the knowledge is applied through the administration of test batteries, the development of intervention strategies, and the writing of reports.

*Prerequisites: PSYC 574, 575; permission of school psychology graduate advisor.*

**PSYC 630 NONBIASED ASSESSMENT OF HISPANICS 3**

This course will provide an understanding of the various areas of empirical investigation related to issues in nonbiased assessment and to review the specific strategies that can be employed in the assessment of hispanic children and adults to reduce the probability of bias. Assessment will be viewed from the perspective of a multidimensional model of intelligence, with respect for linguistic and socio-cultural diversity and ethical responsibility.

**PSYC 645 SEXUAL FUNCTION AND DYSFUNCTION 3**

This course reviews current knowledge about sexual function and dysfunction. Theoretical approaches including psychoanalytic, mechanistic, social script, and data which support or disconfirm them will be studied. Major focus on most common dysfunctions including disorders of desire, excitement, orgasm. Other problems such as pedophilia, exhibitionism, fetishes will be covered. Although therapeutic approaches of Kaplan, Masters and Johnson, the cognitive behaviorists and others will be studied, course does not prepare students to be sex therapists or counselors.

*Prerequisite: One graduate course in human sexuality or PSYC 667.*

**PSYC 658 SEMINAR IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY 3**

This course covers the most recent advances, issues and problems in the field through technical literature, legislation, judicial decisions, research techniques, and consulting practice in order to provide knowledge and application skills. Each student critiques technical literature and reviews the development of topics in the field.

*Prerequisite: Matriculation in the I/O program and completion of specialization courses.*

**PSYC 659 SPECIAL TOPICS SEMINAR IN PSYCHOLOGY 3**

This course provides an in-depth view of important theoretical and methodological issues in various areas of psychology. It is designed to permit faculty with particular interests and expertise to provide students with a comprehensive analysis of a selected contemporary issue (or issues) in psychology.

*Prerequisite: Completion of 15 or more credits in one's program or permission of instructor.*

**PSYC 660 CURRENT TOPICS IN EDUCATIONAL PSYCHOLOGY 3**

Several important contemporary theoretical, applied and methodological issues in various areas of educational psychology are selected by the class for inclusion in the course. Seminar discussions focus on the critical evaluation of the recent literature in the areas selected.

*Prerequisites: PSYC 510, 560, and matriculation in psychology.*

**PSYC 661 PRACTICUM IN SCHOOL PSYCHOLOGY 3**

The student receives supervised experience in assessment, counseling and consultation procedures. The course is designed to increase the student's competence in psychological skills required in school settings.

*Prerequisites: Approved certification candidacy in the school psychology program and permission of graduate advisor.*

**PSYC 662 SCHOOL PSYCHOLOGY EXTERNSHIP 3**

Students serve as apprentice psychologists in cooperating school districts or agencies. A fully certified school psychologist, employed in the cooperating district, or an appropriate clinician and the college supervisor make periodic visits and conduct a series of seminars to be scheduled on campus.

*Prerequisites: Approved certification candidacy in school psychology program and permission of graduate advisor.*

**PSYC 663 INDEPENDENT STUDY 1-3**

The student conducts an individual project under the supervision of a professor in the department.

*Prerequisite: Permission of instructor.*

**PSYC 667 ABNORMAL PSYCHOLOGY 3**

This course focuses on theoretical models and selected research in psychopathology. Topics include contemporary nosology, diagnostic problems, schizophrenia, anxiety and affective disorders, social deviance, somatoform and psychophysiological syndromes, and therapeutic intervention.

*Prerequisite: PSYC 561.*

**PSYC 670 INTRODUCTION TO PSYCHOTHERAPY 3**

This course surveys theories, research and practices in individual and group psychotherapy, and introduces the student to various treatments for emotional maladjustment and behavioral pathology.

*Prerequisite: Permission of instructor.*

**PSYC 685 PSYCHOANALYTIC THEORY 3**

Through the reading of primary sources, students will become familiar with the development of Freudian psychoanalytic theory and its use in psychoanalysis. Current directions in psychoanalytic theory will also be explored. Particular emphasis will be placed on the emergence of object-relations theory as well as self psychology. The world of Klein, Winnicott, Mahler, and Kohut will be examined. Overall, the course will emphasize the convergence of theory and technique.

*Prerequisite: PSYC 580 or PSYC 667 or instructor's permission.*



# READING AND EDUCATIONAL MEDIA

*Chairperson: Dr. Joy Stone*

*Graduate Advisors:*

*Reading: Dr. Joseph Brunner*

*Dr. Maria Schantz*

*Dr. Joy Stone*

*Educational Media: Mr. Robert Ruezinsky*

The Department of Reading and Educational Media prepares professionals for leadership roles in education and provides services to the campus and community. In addition to the MA in Reading, course work leads to certification for Reading Teacher, Reading Specialist, Associate Media Specialist and Media Specialist.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN READING

### ADMISSION REQUIREMENTS

Provision is made in this program to matriculate students who have demonstrated interest and ability suitable to reading education. Applicants shall furnish acceptable evidence of talent appropriate for competence in reading instruction. Letters of recommendation from the school system superintendent or the school building principal will be acceptable. Final matriculation is the departmental decision; pre-requisites will be determined by departmental advisement.

This program provides preparation for careers as:

- reading specialists and teachers in schools and recreational centers
- reading diagnosticians and instructors in hospitals and clinics
- reading consultants in business and industry
- reading research/development specialists in government agencies
- workshop leaders for publishing houses.

This program can also provide certification as:

- a New Jersey Reading Teacher
- a New Jersey Reading Specialist

### PROGRAM REQUIREMENTS

	Semester Hours
I. Basic Professional Education .....	6
ELRS 503 Methods of Research (required) .....	3
An elective (with department approval) .....	3
II. Required Courses in Reading .....	12
READ 500 The Nature of Reading .....	3
READ 511 Case Studies of Reading Difficulties .....	3

	READ 513	Corrective and Remedial Reading I	3
		(written permission required)	
	READ 505	Research Seminar in Reading	3
		(written permission required)	
III.		Elective Courses in Reading	6
		Students must take additional reading electives in order to meet specialization requirements.	
	READ 501	Techniques of Reading Improvement in Secondary Schools	3
	READ 502	Administration and Supervision of Reading Programs	3
	READ 503	Literature for Adolescents	3
	READ 504	Literacy Needs for Adult Learners	3
	READ 506	Reading Resources	3
	READ 507	Understanding Reading Comprehension	3
	READ 508	Critical Thinking and Literacy	3
	READ 509	Teaching of Communication Skills	3
		(Open to M.A.T. and certification students only)	
	READ 510	Field Experience in Reading	3
	READ 512	Seminar in Reading Difficulties	3
	READ 514	Corrective and Remedial Reading II	3
		(written permission required)	
	READ 600	Workshop in Contemporary Issues in Reading	1-3
IV.		Free Electives	6
		Any graduate courses offered by the College.	
V.		Additional Department Requirements	
	A.	Supervised clinical experience within the framework of required courses and/or in addition to course work. Arrangements will be made to provide this experience in the Montclair State College Reading Center.	
	B.	A written comprehensive examination, supplemented if necessary by an oral examination, or an equivalent comprehensive experience determined by the department.	
	C.	A reading portfolio containing representative work and personal contributions in reading will be compiled by the student. This portfolio will be used to diagnose students' strengths and weaknesses as they progress through the program.	

Minimum: 33 semester hours

## TEACHER CERTIFICATION

Reading courses for initial certification in any teaching field are:

READ 407	Reading: Theory and Process	3
READ 408	Reading: The Content Areas	3

## PROGRAM LEADING TO THE READING SPECIALIST CERTIFICATE

Minimum Requirements: Initial teaching certificate, two years of teaching experience and a program of 30 hours of study. See advisor for further information.

## READING

Course Descriptions	Semester Hours
<b>READ 407 READING: THEORY AND PROCESS</b>	<b>3</b>
Designed for classroom and non-classroom personnel whose major responsibility is instructing students. Major focus will be on developing those skills, understandings and competencies in the nature of the reading process, in specific word recognition and comprehension strategies, and in classroom diagnostic techniques. <i>Prerequisite: Junior or senior standing.</i>	
<b>READ 408 READING: THE CONTENT AREAS</b>	<b>3</b>
Designed to enable content area teachers to understand the developmental nature of the reading process and employ specific techniques to facilitate and improve reading competencies. <i>Prerequisite: Junior or senior standing.</i>	
<b>READ 500 THE NATURE OF READING</b>	<b>3</b>
The foundations of reading: the nature of the reading process, readiness, beginning instruction, current practices in the teaching of reading in early childhood and elementary education, a reappraisal of the role of reading in a technological society.	
<b>READ 501 TECHNIQUES OF READING IMPROVEMENT IN THE SECONDARY SCHOOL</b>	<b>3</b>
The improvement of non-clinical reading difficulties in the content subjects. For the subject area teacher and the beginning reading specialist. Secondary school reading needs and specific suggestions for guiding the slow, average, and gifted student in a classroom situation.	
<b>READ 502 ADMINISTRATION AND SUPERVISION OF READING PROGRAMS</b>	<b>3</b>
The more complex aspects of organizing and administering reading programs: theory and techniques of leadership, program development, organization of inservice programs, developing a budget, methods of evaluation, etc. Essential background for reading specialists to establish or administer a functional school reading program.	
<b>READ 503 LITERATURE FOR ADOLESCENTS</b>	<b>3</b>
Background for the development of recreational reading programs in junior and senior high schools. Literature written for students, as well as literature intended to be read widely by adolescents, criteria for book selection, censorship, role of mass media, minority group identification through books, bibliotherapy, bibliographic tools, and the importance of the librarian.	
<b>READ 504 LITERACY NEEDS OF ADULT LEARNERS</b>	<b>3</b>
For instructors of out-of-school youth and adults. Language learning and related psychological factors; methodology and reading instruction; literature and the reading program and innovations in reading instruction.	
<b>READ 505 RESEARCH SEMINAR IN READING</b>	<b>3</b>
Problems in the field of reading suggested by the educational events and trends, the members of the class, and the educational movements in New Jersey, the country, and the world. Each student will execute an individual research effort. <i>Prerequisite: Written permission of advisor.</i>	



**READ 506 READING RESOURCES 3**

Software, hardware, multi-media and multi-sensory materials available in schools and in adjunct facilities; philosophic, psychological and academic considerations of reading resources. Video tape demonstrations of materials.

**READ 507 UNDERSTANDING READING COMPREHENSION 3**

This course provides for educators and others an understanding of the processes underlying the processing of visible language, particularly the types commonly found in written texts used in educational settings. The instructor will explore with the participants the affective, cognitive, linguistic, pragmatic, and textual variables pertaining to the formulation of meaning in reading. The eventual outcome of the course will be the creation of a conceptual framework for the comprehensibility of written materials couched in terms of the interaction among the reader, the text, and other pragmatic variables.

*Prerequisites: READ 500, 501.*

**READ 510 FIELD EXPERIENCE IN READING 3**

Agencies and programs dealing with reading. Students observe, participate and report activities of the agencies. For students in long-range research with limited teaching experience, who need additional field and clinical experience. Independent study.

*Prerequisite: Permission of reading advisor.*

**READ 511 CASE STUDIES OF READING DIFFICULTIES 3**

This is a basic course in learning the techniques for diagnosing reading difficulties; for diagnosing the most frequently used tests and inventories; the actual testing of a child with reading problems. Group and individual tests, survey and diagnostic tests, and standardized and informal tests; reporting to parents, schools and agencies. The course is geared to develop skills in diagnosing reading problems for individuals which will be used by the clinician for treating remedial and corrective students. Additional diagnostic hours arranged.

*Prerequisite: READ 500 and instructor's permission.*

**READ 512 SEMINAR IN READING DISABILITIES 3**

Significant problems in the field of reading disability; historical and emerging models used in reading diagnosis.

**READ 513 CORRECTIVE AND REMEDIAL READING, PART I: CAUSATION 3**

For advanced students and specialists involved in some aspect of remedial instruction. Part I investigation and interpretation of serious reading problems; causes of reading difficulties; techniques of remedial and corrective treatment. Part II selection and adaptation of suitable improvement devices, materials and ideas; intensive treatment in a practicum situation. Clients are drawn from the classes in the reading laboratory. Additional tutoring hours will be arranged.

*Prerequisite: Written permission of the instructor required.*

**READ 514 CORRECTIVE AND REMEDIAL READING, 3**  
**PART II: TREATMENT**

For advanced students and specialist involved in some aspect of remedial instruction. Part I investigation and interpretation of serious reading problems; causes of reading difficulties; techniques of remedial and corrective treatment. Part II selection and adaptation of suitable improvement devices, materials and ideas; intensive treatment in a practicum situation. Clients are drawn from the classes in the reading laboratory. Additional tutoring hours will be arranged.

*Prerequisite: Written permission of the instructor required.*

**READ 600 WORKSHOP IN CONTEMPORARY ISSUES IN 1-3**  
**READING**

This workshop course will deal with contemporary issues in reading instruction, basic skills, literature, cultural literacy and critical thinking. Each workshop will be topic-specific. Faculty determine topic selection according to timely public policy issues and philosophical concerns. Collaborative research between workshop faculty and participants will be emphasized. Students may register for no more than six credits.

### **EDUCATIONAL MEDIA**

The instructional media courses offered below are available as a sequence of study to meet the Educational Media Specialist certification requirements. Persons wishing to prepare for one of the two certificates should arrange for a conference with the proper advisor.

A master's degree and a standard New Jersey Teacher's Certificate are required as prerequisites to the issuing of the Educational Media Specialist Certificate. A bachelor's degree and a standard New Jersey Teacher's Certificate are required as prerequisites to the issuing of the Associate Educational Media Specialist Certificate, which requires a minimum of 18 credits of instructional media courses. Course descriptions for the related undergraduate program leading to this last certificate are provided in the undergraduate catalog.

The following senior/graduate level courses are open to graduate students pursuing certification under the National Association of State Directors of Teacher Education and Certification standards for Educational Media Specialist and Associate Educational Media Specialist certification. Approval of graduate advisor is required for inclusion in a program of study.

MEDI	401	Fundamentals of Cataloging and Classification .....	3
MEDI	402	Reference and Bibliography for School Resource Centers .....	3
MEDI	403	Reading Materials for Children and Youth Selection and Evaluation .....	3

## EDUCATIONAL MEDIA

Course Descriptions	Semester Hours
<b>MEDI 401 FUNDAMENTALS OF CATALOGING AND CLASSIFYING EDUCATIONAL RESOURCES</b>	<b>3</b>
Covers principles involved in cataloging and classification of print and non-print materials according to established classification schemes. Extensive practice through laboratory experience provided.	
<b>MEDI 402 REFERENCE AND BIBLIOGRAPHY FOR SCHOOL RESOURCE CENTERS</b>	<b>3</b>
An examination and analysis of basic reference materials with emphasis on those most useful in library resource centers. Encyclopedia, dictionaries, geographical and statistical sources as well as bibliographies are included.	
<b>MEDI 403 READING MATERIALS FOR CHILDREN AND YOUTH (SELECTION AND EVALUATION)</b>	<b>3</b>
A study and evaluation of library materials provided by the modern school media center to meet the needs of youth. Extensive critical reading of books for children and young adults is required. Principles of book selection are emphasized and experience in the use of selection tools is provided. The point of view relates the library collection to the total school program.	
<b>MEDI 500 MEDIA, TECHNOLOGY, AND LEARNING IN THE CURRICULUM</b>	<b>3</b>
The organizing and integrating of media in school curricula and other educational programs. Identifying instructional purposes and defining roles for technology and media in learning and teaching. Examining and comparing curriculum designs for their concordance with the procedures of technology in education. Selection and evaluation of materials.	
<b>MEDI 520 PRODUCTION OF MATERIALS FOR MEDIA TECHNOLOGY</b>	<b>3</b>
For developing advanced proficiency in preparing audio, photographic, and graphic materials. Especially for persons charged with materials preparation in media centers. Laboratory instruction.	
<b>MEDI 521 DESIGN OF INNOVATIVE CURRICULUM RESOURCES</b>	<b>3</b>
Emphasis systems design, software, program development, creative development of media for special learning situations, basic design of programmed instruction and multi-media techniques.	
<i>Prerequisite: MEDI 520.</i>	
<b>MEDI 540 TELEVISION PRODUCTION IN EDUCATION</b>	<b>3</b>
Combination lecture, laboratory and seminar experiences in television, elements of television set design, functions of floor director, control room operations and basic television directing.	



**MEDI 541 TELEVISION PROGRAMMING IN EDUCATION: INDEPENDENT STUDY 3**

Combination lecture, laboratory and seminar in programming, conceptual creativity, pre-planning, execution of ideas and evaluation of presentations. Selection and design of hardware.

*Prerequisite: MEDI 540 or equivalent course, instructor's permission.*

**MEDI 550 ADMINISTRATION AND SUPERVISION OF MEDIA IN EDUCATION 3**

Provides training for management of integrated instructional resources programs. Emphasis is on the practical day-to-day problems of control, production, acquisition, utilization, finance, staffing, organization and evaluation for the provision of media and technology in educational enterprises. Additional attention is given to community relationships and special services.

**MEDI 570 DEVELOPING MATERIALS FOR COMPUTER TECHNOLOGY IN TRAINING AND EDUCATION 3**

Design, organization and presentation of subject matter in computer based instruction. Emphasizes user-friendly modes. Includes media insertion, storyboarding, flow design, pseudocoding, and pedagogical control. Investigates authoring systems and languages. Does not include programming training.

**MEDI 610 RESEARCH AND DEVELOPMENT SEMINAR IN INSTRUCTIONAL TECHNOLOGY AND RESOURCES 3**

A seminar on application of research findings to the design and utilization of instructional media and resources. Emphasis is on the extraction of practical utilization based upon research findings.

**MEDI 615 SUPERVISED FIELD EXPERIENCE FOR EDUCATIONAL MEDIA CERTIFICATION 3**

Students are assigned work within an educational media center, operating at the level and in the domain of their professional specialty. They work under an established administrator on some limited function of the position, approved through mutual agreement among the student, the administrator and the college supervisor. This experience is not to be construed as an internship, as it will not encompass the total job description of the media specialist. A written report on the activity will be approved by the administrator and presented to the college supervisor, who will evaluate the total experience.

# SOCIAL SCIENCES

## MASTER OF ARTS DEGREE REQUIREMENTS

The Master of Arts program in Social Sciences is designed to accomplish four main objectives:

1. To provide the opportunity for students to acquire advanced knowledge in one of the major areas of the social sciences and history.
2. To acquaint the student with the interrelatedness of these various fields as well as their relationship to other disciplines.
3. To familiarize students with the particular methodologies and specialized problems of his or her field.
4. To provide students with the background to do creative and independent work both during and after their graduate careers.

Specifically, the program offers advanced study in anthropology, economics, geography, history, sociology, and urban studies. Degree candidates do a major portion of their work and prepare for a final comprehensive examination in one of these concentrations. The program also provides flexibility for interdisciplinary study in certain areas and is designed mainly for students who wish to work toward the degree on a part-time basis.

While teachers seeking to keep up-to-date in their fields or preparing for specialized secondary school subjects will constitute an important segment of the graduate student body, degrees in the social sciences and history are increasingly being pursued by (a) individuals seeking to change fields or professions, (b) individuals planning career advancement, and (c) individuals returning to the academic world after a hiatus of some time. A significant number of graduates of the program have pursued doctoral work successfully at major universities. The program's flexibility has also been utilized to enhance careers in business, government, politics, community service agencies, museum work, urban planning, etc. Student constituencies are able to achieve their respective purposes by following one of the tracks or specializations within the program.

Recognition of changing demands acts as a spur to further developments in the program. Thus some revision in the structure of the program's concentrations is currently being planned, and applied tracks in anthropology and sociology have been implemented. Interested candidates should contact the chairperson of the appropriate department for information.

## ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the graduate program at Montclair State, candidates must present an undergraduate record showing a total of at least 30 semester hours in the social sciences and/or history. For candidates with weak undergraduate preparation in the field of concentration, prerequisite courses, not for graduate credit, may be required.

## ANTHROPOLOGY CONCENTRATION

*Graduate Advisor: Dr. Bertha Quintana*

	<b>Semester Hours</b>
I. Required Course .....	3
*ANTH 535 Ethnology .....	3
*Anthropology elective may be substituted for candidates with proper equivalent course experience.	
II. Anthropology Electives .....	12-15
ANTH 530 Anthropology of Institutional Life .....	3
ANTH 536 Cultural Diversity .....	3
ANTH 537 Responding to Cultural Change .....	3
ANTH 538 Ethnopsychology .....	3
ANTH 539 Prehistoric North America .....	3
ANTH 542 Contract Archaeology .....	3
ANTH 543 Applied Medical Anthropology .....	3
ANTH 544 Development Anthropology .....	3
ANTH 545 Anthropology and International Communication .....	3
ANTH 547 Woman: A Cross-Cultural Perspective .....	3
ANTH 601 Independent Anthropological Research .....	3
III. Related Social/Behavioral Science and/or History Electives (Outside concentration area) .....	6-9
IV. Free Electives .....	6
V. Reading Seminar and Comprehensive Examination .....	2
ANTH 603 Independent study in preparation for written examination given in March and October. In special cases, candidates may register for Departmental 600, Thesis (4 semester hours) in lieu of the comprehensive examination.	
Minimum: 32 semester hours	

### Modified Concentration

(Recommended for students with undergraduate majors or minors in anthropology, or equivalent interdisciplinary backgrounds.)

With the approval of the graduate advisor, qualified students may develop modified concentrations in applied anthropology, cross-cultural studies, or ethnopsychology. Independent Anthropological Research (ANTH 601) and Reading Seminar and Comprehensive Examination (ANTH 603) are required courses for students in this category, together with courses appropriate to student needs and interests.

A maximum of 9 semester hours of senior-graduate courses may be elected with permission of the graduate advisor. Course descriptions may be found in the current undergraduate catalog: e.g.,

- ANTH 406 Anthropology of Aging and the Aged
- ANTH 410 Field Methods: Visual Anthropology
- ANTH 411 Archaeological Field Methods
- ANTH 413 Medical Anthropology
- ANTH 420 Internship in Anthropology



*Note: For information on the Combined Bachelor and Master of Arts in Practical Anthropology, please refer to Practical Anthropology in the catalog index.*

**ECONOMICS CONCENTRATION**

*Graduate Advisor: Dr. Harold D. Flint*

The Master of Arts in Social Science: Economics Concentration provides a study of economic theory within a programmatic framework that emphasizes the importance and interdisciplinary nature of the social sciences. Where appropriate, business oriented applications are developed; however, the primary purpose of the program is to develop a knowledge of economics which enhances the student's understanding of the formulation, evaluation and implementation of public decision making. Although an undergraduate major in Economics is not a prerequisite, candidates must present an undergraduate record with at least 30 semester hours in the social sciences and/or history. Candidates who do not meet minimum requirements may be required to enroll in certain prerequisite courses which do not provide graduate credit. Candidates interested in Economics as an area of concentration should contact the graduate advisor or the chairperson of the department for information.

		Semester Hours
I.	Required for all but undergraduate Economics majors:	
	ECON 501 Economic Analysis .....	3
II.	Economics Electives .....	12-15
	ECON 502 Financial Institutions and Monetary Policy .....	3
	ECON 503 Economic Problems of the Third World .....	3
	ECON 505 Aggregate Economics .....	3
	ECON 508 Economics of Public Management .....	3
	ECON 510 Urban Economics: Problems and Policies .....	3
	ECON 533 Corporations and International Financial Markets .....	3
	ECON 541 Foundations of Contemporary Economic Thought .....	3
	ECON 542 Economic Fluctuations and Forecasting .....	3
	ECON 543 United States in the World Economy .....	3
	ECON 544 Government and Business .....	3
	ECON 545 Economics of Labor .....	3

	ECON 575 Independent Study in Economics .....	1-3
	ECON 577 Selected Topics in Economics .....	3
III.	Related Social/Behavioral Science and/or History .....	6-9
IV.	Free Electives .....	6
V.	Reading Seminar and Comprehensive Examinations .....	2
	ECON 603 Independent study in preparation for written examination given in March and October.	

Minimum: 32 semester hours

## GEOGRAPHY CONCENTRATION

*Graduate Advisor: Dr. Harbans Singh*

It is highly recommended that candidates for the concentration in geography have an undergraduate major or minor in Geography or its equivalent from an accredited college or university. Candidates without this background may be required to make up deficiencies in their undergraduate programs.

		<b>Semester Hours</b>
I.	Required Courses .....	6
	EUGS 520 Landscapes in Transition .....	3
	EUGS 521 Research Methods .....	3
II.	Geography Electives .....	9-12
	EUGS 501 Air Resource Management .....	3
	EUGS 502 Problems in Economic Geography .....	3
	EUGS 503 Culture Regions .....	3
	EUGS 504 Pro-Seminar .....	3
	EUGS 505 Human Environment .....	3
	EUGS 509 Water Resource Management .....	3
	EUGS 510 Urban Systems Analysis .....	3
	EUGS 511 Urban and Regional Planning .....	3
	EUGS 512 Transportation Analysis and Planning .....	3
	EUGS 550 Urban Studies and Policy Analysis .....	3
	EUGS 551 The Metropolitan Economy .....	3
	EUGS 603 Reading Seminar in Geography and Urban Studies .....	2
	EUGS 610 Urban Studies Seminar .....	3

Candidates for the Master of Arts degree may earn 6 semester hours of credit in 400 level or senior year undergraduate courses. Suggested or acceptable courses are as follows:

	EUGS 405 Computer Mapping .....	3
	EUGS 413 Geography of the Middle East .....	3
	EUGS 452 Geohydrology .....	3
	EUGS 409 Urbanization in World Perspective .....	3
	EUGS 423 Cultural and Resource Utilization .....	3
III.	Related Social/Behavioral Science and/or History Electives .....	6-9
IV.	Free Electives (outside the area of concentration) .....	6

- V. Reading Seminar and Comprehensive Examination ..... 2  
 EUGS 603 Independent study in preparation for written examination given in March and October. Candidates may register for departmental thesis (600) 4 semester hours in lieu of comprehensive examination.

Minimum: 32 semester hours

## HISTORY CONCENTRATION

*Graduate Advisor: Dr. Richard J. Barker*

			Semester Hours
I.	Required Courses		3
	HIST 501 New Interpretations in History		3
	or		
	HIST 502 History and the New Social Studies		3
II.	History Electives		12-15
	HIST 501 New Interpretations in History		3
	HIST 502 History and the New Social Studies		3
	HIST 511 Seminar in American Colonial History		3
	HIST 512 The American Revolution, 1763-1787		3
	HIST 513 Problems of the New Nation, 1789-1828		3
	HIST 514 The Crisis of American Nationalism, 1828-1876		3
	HIST 517 Age of Franklin D. Roosevelt		3
	HIST 518 Urban History: National Trends in N.J. Cities		3
	HIST 519 America Since 1945		3
	HIST 521 Civil War and Revolution in Chinese History		3
	HIST 522 Revolutionary Russia, 1905-1921		3
	HIST 523 History of Soviet Diplomacy		3
	HIST 524 History of American Business Leaders		3
	HIST 525 History of American Labor, 1870-1970		3
	HIST 526 The Industrialization of America, 1865-1900		3
	HIST 529 Europe of the Dictators, 1919-1939		3
	HIST 532 Modernization in Japanese Cultural History		3
	HIST 540 Europe as a World Civilization		3
	HIST 541 Asian Civilization-Comparative Cultural History		3
III.	Related Social/Behavioral Science Electives		6-9
IV.	Free Electives		6
V.	Reading Seminar and Comprehensive Examination		2
	HIST 603 Independent study in preparation for written examination given in March and October. In special cases, candidates may register for Departmental 600 Thesis (4 semester hours) in lieu of the comprehensive examination.		

Minimum: 32 semester hours



## SOCIOLOGY CONCENTRATION\*

*Graduate Advisor: Dr. Candace Clark*

		<b>Semester Hours</b>
I.	Required Courses .....	6
	SOCI 560 Sociological Theory .....	3
	SOCI 568 Social Research Methods I .....	3
II.	Sociology Electives .....	12
	SOCI 500 Introduction to Applied Sociology .....	3
	SOCI 556 Computer Applications in Sociology .....	3
	SOCI 559 Sociology of Deviance .....	3
	SOCI 562 Social Change .....	3
	SOCI 563 Self and Society .....	3
	SOCI 564 Social Planning and Social Policy .....	3
	SOCI 565 Sociology of Youth .....	3
	SOCI 566 The Metropolitan Community .....	3
	SOCI 567 Power and Social Stratification .....	3
	SOCI 569 Social Research Methods II .....	3
	SOCI 570 Independent Projects .....	3
	SOCI 571 Seminar in Applied Sociological Inquiry .....	3
	SOCI 572 Selected Problems in Sociology .....	3
	SOCI 574 Sociology of Ethnic Relations .....	3
	SOCI 576 The Family as an Institution .....	3
	SOCI 577 Sociology of Poverty in the U.S. ....	3
	SOCI 578 Community Resources and Aging .....	3
	SOCI 579 Community Resources and Youth .....	3
	SOCI 581 Sociological Perspectives on Health and Medicine .....	3
	SOCI 582 The Sociology of Health Care Systems .....	3
	SOCI 584 The Sociology of the Criminal Justice System .....	3
	SOCI 585 The Sociology of Police .....	3
	SOCI 587 The Sociology of Juvenile Delinquency .....	3
	SOCI 588 Aging Individual in an Aging Society .....	3
	SOCI 589 Social Epidemiology .....	3
	SOCI 590 Sociology of the Life Course .....	3
	SOCI 591 The Sociology of Unequal Development .....	3
	SOCI 595 Internship in Applied Sociology: Crime and Justice ....	3
	SOCI 596 Internship in Applied Sociology: Aging .....	3
	SOCI 597 Internship in Applied Sociology: Health and Illness ....	3
	SOCI 598 Internship in Applied Sociology: Social Research and Policy .....	3
III.	Related Social/Behavioral Science and/or History Electives .....	6

IV.	Free Electives .....	6
V.	Reading Seminar and Comprehensive Examination .....	2
	SOCI 603 Independent study in preparation for written examination given in March and October. In special cases, candidates may register for Departmental 600 Thesis (4 semester hours) in lieu of comprehensive examination.	
	Minimum: 32 semester hours	

*\*See also Master of Arts in Applied Sociology elsewhere in this catalog.*

## URBAN STUDIES CONCENTRATION

*Graduate Advisor: Dr. Harbans Singh*

		Semester Hours
I.	Required Courses .....	9
	EUGS 550 Urban Studies and Policy Analysis .....	3
	EUGS 551 The Metropolitan Economy .....	3
	*EUGS 610 Urban Studies Seminar .....	3
	*To be taken only after the candidate has completed EUGS 550, 551 and 9 semester hours of Urban Studies electives.	
II.	Urban Studies Electives .....	9
	EUGS 504 Pro-Seminar .....	3
	EUGS 510 Urban Systems Analysis .....	3
	EUGS 511 Urban and Regional Planning .....	3
	EUGS 512 Transportation Analysis and Planning .....	3
	*EUGS 521 Research Methods .....	3
	ANTH 532 Anthropology of Cities .....	3
	ECON 508 Economics of Public Management .....	3
	ECON 510 Urban Economics: Problems and Policies .....	3
	HIST 518 Urban History: National Trends in North Jersey Cities .....	3
	PSYC 553 Urban Psychology .....	3
	SOSC 555 Psychological Aspects of Poverty .....	3
	SOCI 566 The Metropolitan Community .....	3
	SOCI 567 Power and Social Stratification .....	3
	SOCI 573 Sociology of the City Sub-Areas .....	3
	SOCI 574 Sociology of Cultural and Ethnic Groups .....	3
	SOCI 577 Sociology of Poverty in the U.S. ....	3
	SOCI 579 Community Resources and Youth .....	3

*\*Recommended*

Candidates for the Master of Arts degree may earn 6 semester hours of credit in 400 level or senior year undergraduate courses. Suggested courses are the following:

EUGS	405	Computer Mapping .....	3
EUGS	427	Housing in America .....	3
EUGS	462	People and Cities: Comparative Urban Studies .....	3
EUGS	411	Problems in Urban Geography .....	3

EUGS 428 Planning for People .....	3
EUGS 460 Urban Planning .....	3
III. Related Social/Behavioral Sciences and/or History	
Electives .....	6
IV. Free Electives .....	6

## SOCIAL SCIENCES

Anthropology Course Descriptions	Semester Hours
<b>ANTH 530 ANTHROPOLOGY OF INSTITUTIONAL LIFE</b>	<b>3</b>
An analysis of the relationship between culture, society, personality and institutional life. Emphasis is placed on the relationship between formal organizations and public interests.	
<b>ANTH 535 ETHNOLOGY</b>	<b>3</b>
A graduate introduction to the "science of peoples, their cultures and life histories as groups." Ethnographic and ethnological methodology and theory. Primarily for graduate students with limited or no previous course work in cultural anthropology.	
<b>ANTH 536 CULTURAL DIVERSITY</b>	<b>3</b>
Descriptive, historical and theoretical anthropological works provide the basis for studying likenesses and differences among folk and urban cultures, their historic development, and interrelationships between differing aspects of culture.	
<b>ANTH 537 RESPONDING TO CULTURE CHANGE</b>	<b>3</b>
Emphasis on the dynamics of cultural preservation, transmission, and change. Factors and conditions which retard and/or stimulate culture change are considered in transcultural perspective. A unit of study is devoted to the psychocultural consequences of rapid change.	
<b>ANTH 538 ETHNOPSYCHOLOGY</b>	<b>3</b>
This is an interdisciplinary course on convergencies of theoretical and methodological concepts from psychology and anthropology. There is a cross-cultural focus on the relationship of culture to personality, cognition, stress, mental disorders, and aging. Cross-listed with PSYC 538.	
<i>Prerequisite: Undergraduate work in psychology or anthropology.</i>	
<b>ANTH 544 DEVELOPMENT ANTHROPOLOGY</b>	<b>3</b>
A critical review of theories of development with emphasis on anthropological contributions to development debates. Selected case study examination of the role of anthropologists in formulating, executing, and evaluating development programs and projects.	
<b>ANTH 547 WOMAN: CROSS-CULTURAL PERSPECTIVE</b>	<b>3</b>
Physiological and psychological aspects of women studied cross-culturally, and their implications for contemporary society. Morphological and psychological development from conception to death in various cultures; inferences about the roles of women in American society.	



**ANTH 601 INDEPENDENT ANTHROPOLOGICAL RESEARCH 3**

Under faculty guidance, the student works independently throughout the academic year on a delimited problem in anthropology. Course includes presentation of proposal, execution and write-up of research, and oral defense of findings.

*Prerequisites: Permission of the graduate advisor and instructor.*

**ANTH 603 READING SEMINAR IN ANTHROPOLOGY 2**

Required of all M.A. candidates concentrating in anthropology. Directed independent study in preparation for 3 hour comprehensive examination.

**Economics Course Descriptions**

**ECON 501 ECONOMIC ANALYSIS 3**

The resource allocation and distribution of income implications of a market-oriented economy operating under various degrees of competition. Also analyzed are the determinants of consumer and market demand and the theoretical cost structure of firms.

**ECON 502 FINANCIAL INSTITUTIONS AND MONETARY POLICY 3**

This course analyzes the structure and functioning of the monetary and financial system. The component parts and the system as a unit will be examined as they interrelate to affect the economy. Topics include commercial banking system, federal reserve system, financial markets, financial intermediaries, determination of the level and structure of interest rates, and contemporary problems, both theoretical and applied, in the area of monetary policy.

*Prerequisite: ECON 501.*

**ECON 503 ECONOMIC PROBLEMS OF THE THIRD WORLD 3**

A survey of major economic problems of the Third World, examination of the economic structure of developing countries and of general theories of economic development, critical evaluation of various policy alternatives for their development, analysis of possible economic relationships between First and Second Worlds with the Third World.

*Prerequisite: ECON 501.*

**ECON 505 AGGREGATE ECONOMICS 3**

This course develops contemporary macroeconomic theories to explain aggregate employment, national income and the levels of interest rates and prices. Along with developing various models, the course examines current research and reviews the economy's recent macroeconomic performance.

*Prerequisite: ECON 501.*

**ECON 508 ECONOMICS OF PUBLIC MANAGEMENT 3**

Application of capital theory in the decision making processes of government and alternative approaches to government project evaluation and important practical issues encountered by state development planners. Specific application of project analysis in the area of physical and human resource management such as water resource management, public health, and education.

*Prerequisite: ECON 501.*

**ECON 510 URBAN ECONOMICS: PROBLEMS AND POLICY 3**

This course studies the location of economic activities, the growth of cities and the origins of some urban problems in a market economy. Also discussed are the problems of location and congestion due to agglomeration and non-market phenomena.

*Prerequisite: ECON 501.*

**ECON 533 CORPORATIONS AND INTERNATIONAL FINANCIAL MARKETS 3**

Discusses the economic theories and problems which confront business institutions when dealing in international financial markets. Analyzes the various market instruments and how a corporation may use them.

*Prerequisite: ECON 501.*

**ECON 541 FOUNDATIONS OF CONTEMPORARY ECONOMIC THOUGHT 3**

Antecedents of current economic theory, economics as a cumulative science, the works of the creative economists, and the uses and limitations of economic theory.

*Prerequisite: ECON 501.*

**ECON 542 ECONOMIC FLUCTUATIONS AND FORECASTING 3**

Theories to account for variations in business activity, macroeconomic models and other forecasting approaches, economic fluctuations in the United States, proposals for reducing fluctuations, Harrod-Domar model and other modern theories of growth.

*Prerequisite: ECON 505.*

**ECON 543 UNITED STATES AND THE WORLD ECONOMY 3**

Principles of international finance, international monetary relations and international trade. Discussion of contemporary international monetary and trade problems and policies. Discussion of the economic aspects of current American foreign policy.

*Prerequisite: ECON 505.*

**ECON 544 GOVERNMENT AND BUSINESS 3**

The evolution of government influences on the functioning of the American economy; the causes and consequences of government regulation and control, and the importance of economic analysis in the foundation of public policies.

*Prerequisite: ECON 501.*

**ECON 545 ECONOMICS OF LABOR 3**

Principal trends in the industrial and occupational distribution of labor; current developments in labor-management relations in both private and public sectors; market trends and institutional factors that determine employment, wage rates, fringe benefits, and industrial peace.

*Prerequisite: ECON 501.*

**ECON 575 INDEPENDENT STUDY IN ECONOMICS 1-3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

*Prerequisite: Written permission of the appropriate department chair and the MBA director must be secured prior to enrolling in this course when taken in the MBA program. Written permission of the department chair and the instructor must be secured prior to enrolling in this course when taken in the MA program in social science, concentrating in economics.*

## **ECON 603 READING SEMINAR IN ECONOMICS**

**2**

Required of all masters degree candidates concentrating in Economics. This seminar entails directed independent study in preparation for a 3-hour written comprehensive examination.

### **Geography and Urban Studies Course Descriptions**

#### **EUGS 502 PROBLEMS IN ECONOMIC GEOGRAPHY**

**3**

Research course examines spatial patterns of economic activities. Stress on current methodology and research interests.

#### **EUGS 503 CULTURE REGIONS**

**3**

Seminar investigation of man's role in changing the face of the earth. Emphasis on spatial perception, and cultural attitudes toward space as well as the diffusion process.

#### **EUGS 504 PRO-SEMINAR**

**3**

Research on selected problems which will vary according to instructor.

#### **EUGS 505 HUMAN ENVIRONMENT**

**3**

Discussion of population in relation to the physical environment; objectives and skills of numerous culture groups will be examined to clarify existing regional variations in the man-land relationship.

#### **EUGS 510 URBAN SYSTEMS ANALYSIS**

**3**

The complexity of the city and its modification by means of planning, the systems approach to urban study, the ecological base, different models of urban systems, the impact of technological change, the hierarchy of urban regions, planning in the existing systems, and creating new ones.

#### **EUGS 511 URBAN AND REGIONAL PLANNING**

**3**

Urban and regional planning analyzes planning goals at an integral level. Urban and regional planning are rooted in the need to anticipate social and economic change in space and how it needs to be organized to enhance the functions of the physical plant and conserve the habitat twenty and more years into the future. Data gathering and analysis, graphic presentation and model building are an integral part of the course.

#### **EUGS 512 TRANSPORTATION ANALYSIS AND PLANNING**

**3**

Transportation analysis addresses such diverse subject matter as technological change in the transportation media, transportation and energy, degree of accessibility, passenger trip generation by kind, commodity flows, transportation and spatial order, and transportation planning as part of urban and regional planning.

#### **EUGS 520 LANDSCAPES IN TRANSITION**

**3**

The field in historical perspective, with emphasis upon contemporary trends; philosophical roots and quest for theory. Analyzes theory and methods of application and their relationships in order to understand the role of applied in contrast to theoretical geography.

#### **EUGS 521 RESEARCH METHODS**

**3**

Advanced research techniques, beginning with census reports, government surveys and reports from other agencies. Field research both cultural and physical, mapping techniques, and the design of appropriate scale and data transformation to familiarize the range of possibilities and the need for careful choice of data and maps. Computer applications in geographic problem solving.



- EUGS 550 URBAN STUDIES AND POLICY ANALYSIS 3**  
 Interdisciplinary study of urbanization, the processes that produce and shape urban agglomerations. From this holistic perspective the interaction of different social, cultural, economic, political and planning forces examined for their impact upon the resulting system.
- EUGS 551 THE METROPOLITAN ECONOMY 3**  
 The spacing, location and size of cities, the role of transportation in city rhythms and intra and inner city relationships. Urban design planning juxtaposed with multifaceted decision making processes for an examination of their relative position in the management of urban systems.
- EUGS 603 READING SEMINAR IN GEOGRAPHY AND URBAN STUDIES 2**  
 Required of all master's degree candidates concentrating in geography and urban studies, this semester entails directed independent study in preparation for a 3-hour written comprehensive examination.
- EUGS 610 URBAN STUDIES SEMINAR 3**  
 This seminar is designed to analyze the contents and the concepts to formulate a holistic view of the city. Benchmark papers and research frontiers will be investigated.

### **History Course Descriptions**

- HIST 501 NEW INTERPRETATIONS IN HISTORY 3**  
 Designed to help teachers keep up to date in the fields of American, European and Non-Western history. Major trends and developments in the study of history in the light of recent representative examples of historical research and interpretation.  
*Prerequisite: Open only to history candidates or students with social studies certification.*
- HIST 502 HISTORY AND NEW SOCIAL STUDIES 3**  
 Designed to assist teachers, administrators and supervisors in acquiring a comprehensive view of modern materials, methods and curricula in history and the social sciences.  
*Prerequisite: Open only to students with social studies certification, or permission of the instructor.*
- HIST 511 SEMINAR IN AMERICAN COLONIAL HISTORY 3**  
 This course will examine the forces and conditions of the colonial period which contributed to the shaping of the characteristics of American political and economic institutions, social practices and ideas, intellectual outlooks, and attitudes.  
*Prerequisite: Open only to history candidates or students with social studies certification, or permission of the instructor.*
- HIST 512 AMERICAN REVOLUTION, 1763-1787 3**  
 The causes and course of the American revolution from both British and American viewpoints, including analysis of economic, political, social and intellectual factors.
- HIST 513 PROBLEMS-NEW NATION, 1789-1828 3**  
 The growth of political institutions under the Constitution, the gaining of respect as a new country in the family of nations, the establishment of economic credit, and the rise of American nationalism.

**HIST 514 THE CRISIS OF AMERICAN NATIONALISM, 1828-1876 3**

The crisis in American nationalism from Jackson through reconstruction as the country's constitution, party system, and social structure contended with the disruptive effects of territorial expansion, the factory system, slavery and the new immigration.

**HIST 517 AGE OF FRANKLIN D. ROOSEVELT 3**

An opportunity to study that part of recent American history centering about Franklin Delano Roosevelt. While concentrating on domestic aspects of American life, attention is given also to foreign affairs and their impact on the daily lives of Americans.

*Prerequisite: Open only to history or social science candidates or students with social studies certification.*

**HIST 518 URBAN HISTORY: NATIONAL TRENDS IN NEW JERSEY CITIES 3**

An advanced survey of the urban dimension in American history and of urban history as a discipline. Late 19th and 20th century national trends are pinpointed within the development of Paterson, Passaic, Jersey City, Newark and their suburbs.

*Prerequisite: Open only to history or social science candidates or students with social studies certification.*

**HIST 519 AMERICA SINCE 1945 3**

This course studies the transformation of the Roosevelt coalition and its liberal policies since 1945 as they faced the challenge of the cold war abroad, and growing class and racial upheaval at home.

**HIST 520 UNITED STATES FAR EASTERN RELATIONS 3**

United States relations with China and Japan, 1842 to the present. The men who formulated and implemented U.S. foreign policy.

**HIST 521 CIVIL WAR AND REVOLUTION IN CHINESE HISTORY, 1911-1949 3**

The transformation of China from empire to Peoples Republic. Chinese concepts of revolution and the intellectual, political and social changes which preceded the formation of the Peoples Republic in 1949.

**HIST 522 REVOLUTIONARY RUSSIA, 1905-1921 3**

The historical forces of the 19th and 20th century Russia which led to the Bolshevik revolution of November, 1917 and to the consolidation of Soviet power by 1921.

**HIST 523 HISTORY OF SOVIET DIPLOMACY 3**

Changes in the ideological determinants of Soviet diplomacy contrasted with fluctuations in internal and external political and economic policies. Contributions of leading Soviet statesmen to diplomatic history.

**HIST 524 HISTORY OF AMERICAN BUSINESS LEADERS 3**

Designed to familiarize students with major developments in American business history. The mutual impact of business and society is investigated through biographical studies of leading American businessmen.

- HIST 525 HISTORY OF AMERICAN LABOR, 1870-1970 3**  
 Study of the American worker from the period after the Civil War to the present, with concentration on social, political and economic behavior as well as the union movement.
- HIST 526 THE INDUSTRIALIZATION OF AMERICA, 1865-1900 3**  
 The causes and nature of the industrialization of the American economy after the Civil War; factors responsible for rapid economic growth; the impact of changing productive techniques on American institutions and human welfare.  
*Prerequisite: Open only to history or social science candidates or students with social studies certification.*
- HIST 527 INDUSTRIALIZATION OF EUROPE 3**  
 European economic development with major attention to the period since about 1750. Comparing economic growth during the 19th and 20th centuries in Britain, France, Germany, Italy and Russia.
- HIST 529 EUROPE OF THE DICTATORS, 1919-1939 3**  
 The political, social, economic and intellectual developments in the major states of Western Europe during the interwar period, with emphasis on varieties of Fascism.
- HIST 532 MODERNIZATION IN JAPANESE CULTURAL HISTORY 3**  
 Modernization in East Asia with focus on Japan. Japanese experience in adjusting new world forces of the 19th and 20th centuries considered against the background of her traditional values and institutions. Comparisons with China and Korea.
- HIST 533 FRENCH REVOLUTION AND NAPOLEON 3**  
 The background of the French Revolution, its changing course and cast of characters during 1789-99, and the advent to power and imperial regime of Napoleon, 1799-1814.
- HIST 534 FRANCE OF THE REPUBLICS 3**  
 The development of modern France since 1870; political, economic and intellectual conditions and trends through the third, fourth and fifth republics.
- HIST 537 NINETEENTH CENTURY EUROPEAN INTELLECTUAL HISTORY 3**  
 Romantic, utilitarian, conservative, liberal and early existential streams of thought in 19th century Europe. The impact of these intellectual movements on European society.  
*Prerequisite: Open only to History or Social Science candidates or students with social studies certification.*
- HIST 540 EUROPE AS A WORLD CIVILIZATION 3**  
 General analysis and reappraisal of the place of Europe in world history. The development, distinctive contributions and future prospects of European civilization examined in the light of contemporary world conditions.



**HIST 541 ASIAN CIVILIZATION – COMPARATIVE CULTURAL HISTORY 3**

Course compares and contrasts central value systems, kinship institutions, social stratification and the exercise of political power in traditional India, China and Japan. These topics are related to differing patterns of nationalism in the 19th and 20th centuries.

**HIST 603 READING SEMINAR IN HISTORY 2**

Required for all master's degree candidates concentrating in History. This seminar entails directed independent study in preparation for a three-hour written comprehensive examination in the area of concentration. Candidates should register for the seminar in the semester preceding the examination date. Registration examination Fall, March; Spring, October.

**HSGN 603 READING SEMINAR IN NON-WESTERN CULTURES 2**

**Sociology Course Descriptions**

**SOCI 500 INTRODUCTION TO APPLIED SOCIOLOGY 3**

This course will examine the ways in which sociology is applied in various non-academic settings. Special attention will be given to the impact of sociology upon the policy-making process. The political, ethical and moral dilemmas which confront the applied sociologist will also be explored.

**SOCI 556 COMPUTER APPLICATIONS IN SOCIOLOGY 3**

One of the primary uses of computers in sociology is to summarize, describe and analyze data sets using statistical packages. This course provides hands-on experience in computer data analysis of a variety of sociological data sets. Major techniques to be illustrated include cleaning data, constructing scales, and conducting univariate and multivariate analyses.

*Prerequisite: An undergraduate course in statistics.*

**SOCI 559 SOCIOLOGY OF DEVIANCE 3**

The course will address the practical and political issues of defining, measuring, and responding to social deviance (e.g., mental illness, sexual variation, drug use, etc.). The course will concentrate on the role of formal agencies and institutions that deal with deviance and will examine problems in assessing various policy alternatives (e.g., decriminalization, deinstitutionalization, treatment, etc.).

**SOCI 560 SOCIOLOGICAL THEORY 3**

The practical and philosophical methods of the major sociological theorists are investigated and evaluated.

**SOCI 562 SOCIAL CHANGE 3**

This course will examine the processes of change and development in contemporary societies, (industrial and developing) including technological issues. Social movements, both sacred and secular, will be analyzed for their effect on social structure; and special attention will be paid to revolution as a social, political and cultural phenomenon in the 20th century.

- SOCI 563 SELF AND SOCIETY 3**  
The relationships between the human individual and his social environment; the formation, maintenance and transformation of self or identity; the structure and processes of small groups; symbolic communication; role theory, cognitive dissonance and inter-group conflict.
- SOCI 564 SOCIAL PLANNING AND SOCIAL POLICY 3**  
The many elements and considerations in planning for a community, a state or a nation. The social context of planning; projective techniques; budgets, master plans, development programs and area proposals. The human, the economic, the ecological. Students will be expected to undertake a social planning project. A basic knowledge of statistics and the use of statistical data is desirable.
- SOCI 565 SOCIOLOGY OF YOUTH 3**  
Socialization processes acting upon young people; the role of family, neighborhood, school and community; the effects of failures in these socializing agencies; changing relations among age grades; quantitative studies of the culture of youth with comparisons to other age grades.
- SOCI 566 THE METROPOLITAN COMMUNITY 3**  
The many dimensions of the metropolitan community: human factors, problems an area faces, political difficulties, interaction between the center city and the other parts of the community. Emphasis on New York-New Jersey.
- SOCI 567 POWER AND SOCIAL STRATIFICATION 3**  
This course will analyze the role of class, status and power in industrial society, and consider the relationship between issues of social stratification and social environment.
- SOCI 568 SOCIAL RESEARCH METHODS I 3**  
This course will engage students in the research process from conceptualization to study design, data collection, and analysis. Specific methods covered are surveys, observation, focus groups, and secondary data analysis. Program evaluation and policy relevance will be stressed.
- SOCI 569 SOCIAL RESEARCH METHODS II 3**  
Continuation of Social Research Methods I. The elements of method included are coding techniques, analysis and scientific report writing.
- SOCI 570 INDEPENDENT PROJECTS 3**  
Student investigates a topic of sociological relevance under the guidance of a faculty member.
- SOCI 571 SEMINAR IN APPLIED SOCIOLOGICAL INQUIRY 3**  
Further develops competencies for the critical assessment of sociological literature, as it pertains to the formulation of research strategies for policy analysis and evaluation. Intensive study of a number of readings on applied areas of sociological concern. The Comprehensive Project based on the Internship experience is written up during this course.
- SOCI 572 SELECTED PROBLEMS IN SOCIOLOGY 3**  
The intensive exploration of a general problem in sociology. Participants contribute research into an aspect of the problem. Formed at the initiative of a department member or in response to student's interest with consent of the instructor.



**SOCI 574 SOCIOLOGY OF ETHNIC RELATIONSHIPS 3**

This course will analyze relationships among ethnic groups, and evaluate the causes, consequences and resolution of ethnic conflict. It will also consider the various policy implications of discrimination in institutional contexts.

**SOCI 576 THE FAMILY AS AN INSTITUTION 3**

This course will examine the family system in the West from both historical and contemporary perspectives. It will consider the implications of recent research on changing role structure and cultural values regarding marriage, and problems of adaptation in current family systems (e.g., dual-earner marriages, single-parent families, adolescent sexuality, family abuse, divorce and remarriage).

**SOCI 577 SOCIOLOGY OF POVERTY IN THE UNITED STATES 3**

This course examines major contemporary definitions and ideologies of poverty and public welfare, and considers the extent and patterns of distribution of poverty. Alternative socio-economic explanations of poverty and their implications for policy will be assessed, and problem-solving aspects of program and policy research analyzed.

**SOCI 578 COMMUNITY RESOURCES AND AGING 3**

This course examines resources for the aging within their communities. Additionally, it will acquaint students with services provided by public and private agencies and relevant federal and state legislation.

**SOCI 579 COMMUNITY RESOURCES AND YOUTH 3**

Resources for the healthy as well as the deviant child, in the family and neighborhood, in addition to services provided by public and private agencies; relevant federal and state legislation.

**SOCI 581 SOCIOLOGICAL PERSPECTIVES ON HEALTH AND MEDICINE 3**

This course will introduce the student to the interesting and complex relationships that exist between society, health and health care. Class discussions will focus on the connections between social structure, the quality of the physical and social environment and health. Special attention will be given to work environments. This course will also deal with the effects of social factors on the experience of one's body, the perception of disease and on the construction of medical knowledge.

**SOCI 582 THE SOCIOLOGY OF HEALTH CARE SYSTEMS 3**

This course will focus on the relationship between the social structure of medical institutions, professional values, the socialization of health professionals and health care. The social context for the emergence of the modern medical profession, technology and knowledge will be considered along with contemporary social trends in western industrialized societies such as the increasing medicalization of life. The implications of these trends for social policy and a cross-cultural analysis of healers and health care will be considered.

**SOCI 584 THE SOCIOLOGY OF THE CRIMINAL JUSTICE SYSTEM 3**

This course examines the criminal justice system (the police, the courts, correctional institutions, probation and parole) and considers its manifest and latent functions. It explores sociologically the ways in which offenders are selected, processed and treated, and offers a view of the system from both occupational and experiential perspectives.



**SOCI 585 THE SOCIOLOGY OF POLICE 3**

The course will examine the urban police organization from diverse sociological perspectives. Subjects include the origin and function of the police, social organization of policing, police and the community, police discretion, police use of force, police corruption, and police stress. Police professionalization and social change in status, gender, and race relations within the organization will be examined in terms of their impact on policing the public. Various policy recommendations to improve the relations between the police and the community and to reduce police corruption and violence will be discussed.

**SOCI 587 THE SOCIOLOGY OF JUVENILE DELINQUENCY 3**

This course will introduce students to the major sociological theories of juvenile delinquency from both etiological and treatment perspectives. Of particular concern is the relationship between juvenile crime and the larger culture. Topics to be explored include juvenile crime in industrial society; delinquency and the school experience; juvenile crime and adolescent development; the family and delinquency; class, ethnicity, gender; and the juvenile justice system, with an emphasis on treatment programs and facilities.

**SOCI 588 AGING INDIVIDUALS IN AN AGING SOCIETY 3**

This course examines the social causes of the "elder boom" as well as its consequences for family, education, the economy, politics and religion.

**SOCI 589 SOCIAL EPIDEMIOLOGY 3**

Social epidemiology is the study of social factors in the development of disease. This course examines these social factors with particular emphasis upon the relationship of power, stratification, social environment and stress. Other social factors (such as social status, gender, age, race, ethnicity, population, religion, and familial characteristics) in the chain of illness causality will also be examined. Students will explore how epidemiology is used to evaluate health-care needs and plan health-care programs.

**SOCI 590 SOCIOLOGY OF THE LIFE COURSE 3**

This course addresses societal responses to individuals passing through stages of the life cycle: childhood, adolescence, middle age, and later life. It will explore the experience of aging and the social policies and institutions which shape that experience.

**SOCI 591 THE SOCIOLOGY OF UNEQUAL DEVELOPMENT 3**

This course will provide an analysis of the major sociological approaches to understanding the relations between societies at different levels of economic development, and the consequences of these relationships. Relationships between social institutions in the first and third world will be discussed.

**SOCI 595 INTERNSHIP IN APPLIED SOCIOLOGY: CRIME AND JUSTICE 3**

Students will select an institution dealing with an aspect of crime and justice in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement, as soon as possible, preferably before the course begins.

**SOCI 596 INTERNSHIP IN APPLIED SOCIOLOGY: AGING 3**

Student will select an institution dealing with an aspect of aging in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement, as soon as possible, preferably before the course begins.

**SOCI 597 INTERNSHIP IN APPLIED SOCIOLOGY: 3**  
**HEALTH AND ILLNESS**

Student will select an institution dealing with an aspect of health and illness in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement, as soon as possible, preferably before the course begins.

**SOCI 598 INTERNSHIP IN APPLIED SOCIOLOGY: 3**  
**SOCIAL RESEARCH AND POLICY**

Student will select an institution dealing with an aspect of social research and policy in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement, as soon as possible, preferably before the course begins.

**SOCI 603 READING SEMINAR IN SOCIOLOGY 2**

Required for all master's candidates concentrating in sociology who elected to take a comprehensive examination. The seminar will focus on general theoretical material and relevant readings in the student's particular area of applied sociology. Candidates should register for the seminar in the semester preceding the examination date.

## **SOCIOLOGY**

*Chairperson: Dr. Laura Kramer*

*Graduate Advisor: Dr. Candace Clark*

### **MASTER OF ARTS IN APPLIED SOCIOLOGY**

The Master of Arts in Applied Sociology is designed to prepare master's candidates for non-academic careers in the areas of policy development and research. Graduates may work in the public or private sectors in such fields as family planning, AIDS, homelessness, education, medical sociology, divorce law, and the like. The program will also prepare students for doctoral training in Applied Sociology or related fields such as public health, criminal justice, gerontology, and demography.

## ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the graduate program at Montclair State, candidates must present an undergraduate record showing a total of at least 30 semester hours in the social sciences and/or history. Because the required course in Computer Applications in Applied Sociology carries a pre-requisite of at least one undergraduate course in statistics, students without this background may be required to complete a statistics course, not for graduate credit. For candidates with weak undergraduate preparation in the field of concentration, other prerequisite courses, not for graduate credit, may be required.

### REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN APPLIED SOCIOLOGY

		Semester Hours
I.	Required Courses .....	21
	SOCI 500 Introduction to Applied Sociology .....	3
	SOCI 556 Computer Applications in Sociology .....	3
	SOCI 560 Sociological Theory .....	3
	SOCI 564 Social Planning and Social Policy .....	3
	SOCI 568 Social Research Methods I .....	3
	SOCI 595- An Internship in Applied Sociology .....	3
	598	
	SOCI 571 Seminar in Applied Sociological Inquiry .....	3
II.	Sociology Electives .....	9-12
	SOCI 559 Sociology of Deviance .....	3
	SOCI 562 Social Change .....	3
	SOCI 563 Self and Society .....	3
	SOCI 565 Sociology of Youth .....	3
	SOCI 566 The Metropolitan Community .....	3
	SOCI 567 Power and Social Stratification .....	3
	SOCI 569 Social Research Methods II .....	3
	SOCI 570 Independent Projects .....	3
	SOCI 572 Selected Problems in Sociology .....	3
	SOCI 574 Sociology of Ethnic Relations .....	3
	SOCI 576 The Family as an Institution .....	3
	SOCI 577 Sociology of Poverty in the U.S. ....	3
	SOCI 578 Community Resources and Aging .....	3
	SOCI 579 Community Resources and Youth .....	3
	SOCI 581 Sociological Perspectives on Health and Medicine .....	3
	SOCI 582 The Sociology of Health Care Systems .....	3
	SOCI 584 The Sociology of the Criminal Justice System .....	3
	SOCI 585 The Sociology of Police .....	3
	SOCI 587 The Sociology of Juvenile Delinquency .....	3
	SOCI 588 Aging Individual in an Aging Society .....	3
	SOCI 589 Social Epidemiology .....	3
	SOCI 590 Sociology of the Life Course .....	3



SOCI 591 The Sociology of Unequal Development .....	3
III. Related Electives (outside Sociology) .....	3-6
(Selected with approval of graduate advisor)	
Minimum: 36 semester hours	

**Comprehensive Project**

A Master's Project, centered on an internship placement, is also required. Each student will choose a field placement in which to work as an applied-sociologist-in-training. During the Internship, the student will begin the required Master's Project, an analysis of some aspect or aspects of the field setting. Students will continue work on their Master's Projects in the Seminar in Applied Sociology, where they will receive input and advice from other students and from faculty members.

SOCIOLOGY

Course Descriptions	Semester Hours
<b>SOCI 500 INTRODUCTION TO APPLIED SOCIOLOGY</b>	<b>3</b>
This course will examine the ways in which sociology is applied in various non-academic settings. Special attention will be given to the impact of sociology upon the policy-making process. The political, ethical and moral dilemmas which confront the applied sociologist will also be explored.	
<b>SOCI 556 COMPUTER APPLICATIONS IN SOCIOLOGY</b>	<b>3</b>
One of the primary uses of computers in sociology is to summarize, describe and analyze data sets using statistical packages. This course provides hands-on experience in computer data analysis of a variety of sociological data sets. Major techniques to be illustrated include cleaning data, constructing scales, and conducting univariate and multivariate analyses.	
<i>Prerequisite: An undergraduate course in statistics.</i>	
<b>SOCI 559 SOCIOLOGY OF DEVIANCE</b>	<b>3</b>
The course will address the practical and political issues of defining, measuring, and responding to social deviance (e.g., mental illness, sexual variation, drug use, etc.). The course will concentrate on the role of formal agencies and institutions that deal with deviance and will examine problems in assessing various policy alternatives (e.g., decriminalization, deinstitutionalization, treatment, etc.).	
<b>SOCI 560 SOCIOLOGICAL THEORY</b>	<b>3</b>
The practical and philosophical methods of the major sociological theorists are investigated and evaluated.	
<b>SOCI 562 SOCIAL CHANGE</b>	<b>3</b>
This course will examine the processes of change and development in contemporary societies, (industrial and developing) including technological issues. Social movements, both sacred and secular, will be analyzed for their effect on social structure; and special attention will be paid to revolution as a social, political and cultural phenomenon in the 20th century.	

**SOCI 563 SELF AND SOCIETY 3**

The relationships between the human individual and his social environment; the formation, maintenance and transformation of self or identity; the structure and processes of small groups; symbolic communication; role theory, cognitive dissonance and inter-group conflict.

**SOCI 564 SOCIAL PLANNING AND SOCIAL POLICY 3**

The many elements and considerations in planning for a community, a state or a nation. The social context of planning; projective techniques; budgets, master plans, development programs and area proposals. The human, the economic, the ecological. Students will be expected to undertake a social planning project. A basic knowledge of statistics and the use of statistical data is desirable.

**SOCI 565 SOCIOLOGY OF YOUTH 3**

Socialization processes acting upon young people; the role of family, neighborhood, school and community; the effects of failures in these socializing agencies; changing relations among age grades; quantitative studies of the culture of youth with comparisons to other age grades.

**SOCI 566 THE METROPOLITAN COMMUNITY 3**

The many dimensions of the metropolitan community: human factors, problems an area faces, political difficulties, interaction between the center city and the other parts of the community. Emphasis on New York-New Jersey.

**SOCI 567 POWER AND SOCIAL STRATIFICATION 3**

This course will analyze the role of class, status and power in industrial society, and consider the relationship between issues of social stratification and social environment.

**SOCI 568 SOCIAL RESEARCH METHODS I 3**

This course will engage students in the research process from conceptualization to study design, data collection, and analysis. Specific methods covered are surveys, observation, focus groups, and secondary data analysis. Program evaluation and policy relevance will be stressed.

**SOCI 569 SOCIAL RESEARCH METHODS II 3**

Continuation of Social Research Methods I. The elements of method included are coding techniques, analysis and scientific report writing.

**SOCI 570 INDEPENDENT PROJECTS 3**

Student investigates a topic of sociological relevance under the guidance of a faculty member.

**SOCI 571 SEMINAR IN APPLIED SOCIOLOGICAL INQUIRY 3**

Further develops competencies for the critical assessment of sociological literature, as it pertains to the formulation of research strategies for policy analysis and evaluation. Intensive study of a number of readings on applied areas of sociological concern. The Comprehensive Project based on the Internship experience is written up during this course.

**SOCI 572 SELECTED PROBLEMS IN SOCIOLOGY 3**

The intensive exploration of a general problem in sociology. Participants contribute research into an aspect of the problem. Formed at the initiative of a department member or in response to student's interest with consent of the instructor.



**SOCI 574 SOCIOLOGY OF ETHNIC RELATIONSHIPS 3**

This course will analyze relationships among ethnic groups, and evaluate the causes, consequences and resolution of ethnic conflict. It will also consider the various policy implications of discrimination in institutional contexts.

**SOCI 576 THE FAMILY AS AN INSTITUTION 3**

This course will examine the family system in the West from both historical and contemporary perspectives. It will consider the implications of recent research on changing role structure and cultural values regarding marriage, and problems of adaptation in current family systems (e.g., dual-earner marriages, single-parent families, adolescent sexuality, family abuse, divorce and remarriage).

**SOCI 577 SOCIOLOGY OF POVERTY IN THE UNITED STATES 3**

This course examines major contemporary definitions and ideologies of poverty and public welfare, and considers the extent and patterns of distribution of poverty. Alternative socio-economic explanations of poverty and their implications for policy will be assessed, and problem-solving aspects of program and policy research analyzed.

**SOCI 578 COMMUNITY RESOURCES AND AGING 3**

This course examines resources for the aging within their communities. Additionally, it will acquaint students with services provided by public and private agencies and relevant federal and state legislation.

**SOCI 579 COMMUNITY RESOURCES AND YOUTH 3**

Resources for the healthy as well as the deviant child, in the family and neighborhood, in addition to services provided by public and private agencies; relevant federal and state legislation.

**SOCI 581 SOCIOLOGICAL PERSPECTIVES ON HEALTH AND MEDICINE 3**

This course will introduce the student to the interesting and complex relationships that exist between society, health and health care. Class discussions will focus on the connections between social structure, the quality of the physical and social environment and health. Special attention will be given to work environments. This course will also deal with the effects of social factors on the experience of one's body, the perception of disease and on the construction of medical knowledge.

**SOCI 582 THE SOCIOLOGY OF HEALTH CARE SYSTEMS 3**

This course will focus on the relationship between the social structure of medical institutions, professional values, the socialization of health professionals and health care. The social context for the emergence of the modern medical profession, technology and knowledge will be considered along with contemporary social trends in western industrialized societies such as the increasing medicalization of life. The implications of these trends for social policy and a cross-cultural analysis of healers and health care will be considered.

**SOCI 584 THE SOCIOLOGY OF THE CRIMINAL JUSTICE SYSTEM 3**

This course examines the criminal justice system (the police, the courts, correctional institutions, probation and parole) and considers its manifest and latent functions. It explores sociologically the ways in which offenders are selected, processed and treated, and offers a view of the system from both occupational and experiential perspectives.



**SOCI 585 THE SOCIOLOGY OF POLICE 3**

The course will examine the urban police organization from diverse sociological perspectives. Subjects include the origin and function of the police, social organization of policing, police and the community, police discretion, police use of force, police corruption, and police stress. Police professionalization and social change in status, gender, and race relations within the organization will be examined in terms of their impact on policing the public. Various policy recommendations to improve the relations between the police and the community and to reduce police corruption and violence will be discussed.

**SOCI 587 THE SOCIOLOGY OF JUVENILE DELINQUENCY 3**

This course will introduce students to the major sociological theories of juvenile delinquency from both etiological and treatment perspectives. Of particular concern is the relationship between juvenile crime and the larger culture. Topics to be explored include juvenile crime in industrial society; delinquency and the school experience; juvenile crime and adolescent development; the family and delinquency; class, ethnicity, gender, and the juvenile justice system, with an emphasis on treatment programs and facilities.

**SOCI 588 AGING INDIVIDUALS IN AN AGING SOCIETY 3**

This course examines the social causes of the "elder boom" as well as its consequences for family, education, the economy, politics and religion.

**SOCI 589 SOCIAL EPIDEMIOLOGY 3**

Social epidemiology is the study of social factors in the development of disease. This course examines these social factors with particular emphasis upon the relationship of power, stratification, social environment and stress. Other social factors (such as social status, gender, age, race, ethnicity, population, religion, and familial characteristics) in the chain of illness causality will also be examined. Students will explore how epidemiology is used to evaluate health-care needs and plan health-care programs.

**SOCI 590 SOCIOLOGY OF THE LIFE COURSE 3**

This course addresses societal responses to individuals passing through stages of the life cycle: childhood, adolescence, middle age, and later life. It will explore the experience of aging and the social policies and institutions which shape that experience.

**SOCI 591 THE SOCIOLOGY OF UNEQUAL DEVELOPMENT 3**

This course will provide an analysis of the major sociological approaches to understanding the relations between societies at different levels of economic development, and the consequences of these relationships. Relationships between social institutions in the first and third world will be discussed.

**SOCI 595 INTERNSHIP IN APPLIED SOCIOLOGY: CRIME AND JUSTICE 3**

Students will select an institution dealing with an aspect of crime and justice in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement, as soon as possible, preferably before the course begins.

**SOCI 596 INTERNSHIP IN APPLIED SOCIOLOGY: AGING 3**

Student will select an institution dealing with an aspect of aging in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement, as soon as possible, preferably before the course begins.

**SOCI 597 INTERNSHIP IN APPLIED SOCIOLOGY: 3**  
**HEALTH AND ILLNESS**

Student will select an institution dealing with an aspect of health and illness in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement, as soon as possible, preferably before the course begins.

**SOCI 598 INTERNSHIP IN APPLIED SOCIOLOGY: 3**  
**SOCIAL RESEARCH AND POLICY**

Student will select an institution dealing with an aspect of social research and policy in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement, as soon as possible, preferably before the course begins.

**SOCI 603 READING SEMINAR IN SOCIOLOGY 2**

Required for all master's candidates concentrating in sociology who elected to take a comprehensive examination. The seminar will focus on general theoretical material and relevant readings in the student's particular area of applied sociology. Candidates should register for the seminar in the semester preceding the examination date.

## **SPANISH/ITALIAN**

*Chairperson: Dr. Rose S. Minc*

*Graduate Advisor: Dr. Linda Gould Levine*

The MA program in Spanish offers students a wide array of courses in Spanish and Spanish American literature as well as in advanced studies of the Spanish language and literary theory. The program prepares students for careers in research and teaching and provides a cultural and linguistic base from which students can explore career options in interpreting, translating, diplomatic service, editorial work, social services, commerce and business. The Master of Arts degree also opens opportunities for students to teach in colleges and universities and to pursue doctoral programs at major institutions.

# ADMISSION REQUIREMENTS

The Master of Arts program in Spanish is open to students who hold a bachelor's degree with an undergraduate major in Spanish or who have completed 24-semester hours of Spanish on the undergraduate level or the equivalent. Students must take the Graduate Record Examination aptitude test prior to acceptance into the program.

Students who hold a bachelor's degree or its equivalent may enroll in graduate courses without obligation to follow a master's degree program, if they have 24 semester hours or the equivalent in Spanish.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN SPANISH

	Semester Hours
I. Required Courses .....	3
SPAN 505 History of the Spanish Language .....	3
II. Peninsular Area .....	12
One course from each of 4 designated areas	
III. Spanish-American Area .....	12
One course from each of 4 designated areas	
IV. Electives .....	9
A minimum of three additional courses from the departmental offerings.	
V. Comprehensive Examination. The candidate for the MA degree will apply to the graduate advisor for the comprehensive examination one semester prior to the desired examination date.	

Minimum: 36 semester hours

For further details see the graduate advisor.

## SPANISH

Course Descriptions	Semester Hours
<b>SPAN 501 ADVANCED STUDIES IN THE SPANISH LANGUAGE</b>	<b>3</b>

The course provides students with the tools of stylistic analysis in order to enhance their appreciation of literary texts and to improve their own writing skills. It will acquaint the students with the principles of contrastive analysis to give them greater control over the structures of Spanish.

<b>SPAN 504 INTRODUCTION TO LITERARY THEORY</b>	<b>3</b>
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This course will provide an overview and analysis of major approaches to contemporary literary criticism. Theoretical texts representative of the different schools of criticism will be examined in order to define and understand the uniqueness of each methodology. Short works of fiction will be integrated with the theoretical texts to enable students to apply theory to practice and to engage in various readings of the same literary work.



**SPAN 505 HISTORY OF SPANISH LANGUAGE 3**

The Spanish language from its origins to the present. Phonological, structural and lexical evolution from vulgar Latin, following the process of transformation from its first documentary appearance.

**SPAN 506 SPANISH DIALECTOLOGY OF THE AMERICAS 3**

This course acquaints the student with the various dialects of Spanish found in America. The student learns to recognize, characterize and describe accurately the various dialects discussed.

*Prerequisite: SPAN 505.*

**SPAN 516 MEDIEVAL SPANISH LITERATURE TO XVth CENTURY 3**

The outstanding prose and poetry of Spain from the XIth century to the XVth century paying attention to the peculiar three-cultured society of the period.

**SPAN 522 THEATER OF THE GOLDEN AGE 3**

Structural and thematic study of the *Comedia* through readings and discussions of representative plays of the period including Lope, Tirso, Calderón, Alarcón and Moreto.

**SPAN 523 PROSE AND POETRY OF THE GOLDEN AGE 3**

Critical readings of the picaresque and pastoral novels, the humanistic writing of Luis Vives, Alfonso and Juan Valdés, and Gracián. Textual analysis of the poetry of the Renaissance and Baroque from Garcilaso to Quevedo.

**SPAN 524 CERVANTES 3**

The prose writings and drama of Cervantes focusing on his unique artistic achievement. Readings of *El Quijote*, *Novelas ejemplares*, *Persiles y Segismunda*, his *comedias* and *entremeses*.

**SPAN 525 ENLIGHTENMENT AND ROMANTICISM 3**

The erudition of the Enlightenment as symbolized by Feijoo, Jovellanos; neoclassicism; the romantic movement exemplified by Larra, El Dugue de Rivas, Espronceda, García Gutiérrez, Zorrilla, Alarcón, Costumbrismo.

**SPAN 526 REALISM IN SPAIN 3**

An examination of the development of the realistic novel in Spain in the 19th century as seen through the works of such authors as Fernán Caballero, Valera, Pardo Bazán, Clarín and the master novelist of the period Pérez Galdós.

**SPAN 527 THE GENERATION OF 98 3**

An examination of major works of the generation of writers whose intellectual development coincides with the defeat of Spain in the Spanish-American War of 1898. Attitudes toward Spanish reality, culture, philosophy and art will be explored in the writings of Unamuno, Valle Inclán, Baroja, Azorín, Machado and others.

**SPAN 530 SPANISH CULTURAL HISTORY 3**

A study of the formation and the nature of Spanish civilization through an investigation of the political, social and cultural trends, and influences on the Iberian Peninsula from prehistoric times to the present.

**SPAN 533 CONTEMPORARY SPANISH THEATRE 3**

Representative plays from Benavente to Sastre are read and analyzed. Critical study of the evolution of theater in light of style, technique and thought of these playwrights.

**SPAN 534 SPANISH PROSE OF 20TH CENTURY 3**

An analysis of the novels of contemporary Spanish writers whose novels appeared following the Spanish Civil War in 1939. The development of the contemporary novel from social realism and objectivism to experimental techniques and subjectivism will be examined through the works of such authors as Cela, Delibes, Marse, Martín Santos, Goytisolo, Martín Gaité, Matute, Moix and others.

**SPAN 535 CONTEMPORARY SPANISH POETRY 3**

Unamuno, Machado, Jiménez and poetry of the generation of "27." Selective readings of younger poets of today. Emphasis on textual analysis.

**SPAN 540 COLONIAL SPANISH-AMERICAN LITERATURE 3**

Study of pre-Columbian literature, followed by analysis of the chronicles of discovery and exploration and major works of colonial poetry, prose and theatre.

**SPAN 541 SPANISH-AMERICAN LITERATURE OF THE 19TH CENTURY 3**

Critical evaluation of prose and poetry from Neoclassicism to Naturalism and Realism. Special emphasis will be given to the development of specific genres such as "Literatura Gauchesca" and the essay.

**SPAN 542 SPANISH-AMERICAN NOVEL OF THE TWENTIETH CENTURY 3**

Study of the aesthetic novels of "Modernismo". Novels of the Mexican Revolution; the psychological novel and the novel of the land and of social reform.

**SPAN 543 SPANISH-AMERICAN THEATRE OF THE TWENTIETH CENTURY 3**

New trends in the Spanish-American theatre: the theatre of the absurd, the theatre of cruelty and the theatre of fantasy. Critical analysis of representative works of these genres.

**SPAN 546 MODERNISMO IN SPANISH AMERICA 3**

Critical evaluation of the "Modernista" movement in Spanish-American poetry and prose. Genesis, techniques, characteristics and principal writers of the movement.

**SPAN 548 CONTEMPORARY SPANISH-AMERICAN NOVEL 3**

A critical examination of representative examples of the Spanish-America novel from the "boom" to the "post-boom."

*Prerequisite: SPAN 542.*

**SPAN 549 CONTEMPORARY SPANISH-AMERICAN SHORT STORY 3**

The contemporary short story from the post "Modernista" period to the present time. Critical evaluation and analysis of representative works.

**SPAN 551 CONTEMPORARY SPANISH-AMERICAN POETRY 3**

Individual works of poetry as autonomous linguistic and artistic creations and as part of a general renaissance in culture. Post-modernism, vanguardism and post-vanguardism.

**SPAN 560 TOPICS IN SPANISH AND SPANISH-AMERICAN LITERATURE 3**

Selected specialized topics, either of a period, genre, or particular author, in Spanish or Spanish-American literature. Topic will change with each offering. Majors only.

SPAN 603 RESEARCH

3

Course is designed to provide an opportunity for graduate students in Spanish to investigate and apply techniques of research. Students will write a major paper in the area of their field of specialization.

*Prerequisite: Completion of at least 15 hours in the major field of specialization.*

# TECHNOLOGY

*Chairperson: Dr. Martin Greenwald*  
*Graduate Advisor: Dr. George A. Olsen*

The graduate program in Industrial Technology and Education is designed to improve the professional training of technology education teachers, to enhance their teaching proficiency through study of trends and developments in the field, to improve the organization of the technology laboratory and to provide a basis for work in administration and supervision. Emphasis is given to advanced work in technology education, as well as, related fields which broaden professional experiences and accent industrial and technical concepts.

Graduate programs of students matriculated in the department are tailored to the individual's needs through consultation with the graduate advisor. Students must meet the departmental requirements for either a thesis program (Option A) or a non-thesis program with a comprehensive examination (Option B).

Graduate students matriculated in the Master of Arts degree program who desire certification as a Supervisor of Industrial Education or as a Coordinator of Cooperative Industrial Education can arrange their programs with the graduate advisor.

## ADMISSION REQUIREMENTS

Study toward the Master of Arts degree in Industrial Technology and Education presupposes the completion of an undergraduate major in the same area. Individuals who have undergraduate majors in this area, but do not wish to work toward a degree, may enroll in graduate courses in the department.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN INDUSTRIAL TECHNOLOGY AND EDUCATION

(OPTION A)

	Semester Hours
I. Required Courses	
A. General .....	6
ELRS 503 Methods of Research .....	3
Education Elective .....	3



B.	Industrial Education Specialization .....	12
1.	Required	
INED	502 Curriculum Construction and Course Organization in Industrial Education .....	3
INED	509 Industrial Education Facilities Planning .....	3
INED	607 Research Seminar in Industrial Education (Full Year) .....	6
2.	Electives	
	Six semester hours approved by departmental advisor to be selected from departmental offerings.	
II.	Free Electives .....	4
	Selected from among any 500 or 600 level course for which the student meets any departmental prerequisites or restrictions. Senior graduate (400 level) courses must be approved by the graduate advisor, when the official work program is developed.	
III.	Thesis .....	4
	Each candidate for this program will select a thesis topic, thesis advisor, two thesis committee members (one must be from within the department, one may be from outside the department) and register according to depart- ment and College policy. An oral examination based on the completed the- sis is part of the thesis requirement.	

Minimum: 32 semester hours

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN INDUSTRIAL TECHNOLOGY AND EDUCATION

(OPTION B)

		Semester Hours
I.	Required Courses	
A.	General .....	6
ELRS	503 Methods of Research .....	3
	Education Elective .....	3
B.	Industrial Education Specialization .....	12
1.	Required	
INED	502 Curriculum Construction and Course Organization in Industrial Education .....	3
INED	509 Industrial Education Facilities Planning .....	3
INED	607 Research Seminar in Industrial Education (Full Year) .....	6
2.	Electives	
	Twelve semester hours approved by departmental advisor to be se- lected from departmental offerings.	

- II. Free Electives ..... 4  
 Selected from among any 500 or 600 level course for which the student meets any departmental prerequisites or restrictions. Senior graduate (400 level) courses must be approved by the graduate advisor, when the official work program is developed.
- III. Comprehensive Examination  
 A written comprehensive examination, scheduled twice each year during the Fall and Spring semester, is required of all candidates for the Master of Arts Degree within this program option.

Minimum: 36 semester hours

### Certification

The department offers three forms of certification:

1. Supervisor
2. Cooperative Industrial Education Coordinator
3. Post-Baccalaureate
  - (a) initial field
  - (b) additional field

For more details, see certification section of this catalog or contact the department graduate advisor.

## TECHNOLOGY

	Course Descriptions	Semester Hours
<b>INED 502</b>	<b>CURRICULUM CONSTRUCTION AND COURSE ORGANIZATION IN INDUSTRIAL AND TECHNOLOGY EDUCATION</b>	<b>3</b>
	Techniques of industrial and technology education curriculum construction are studied. Special emphasis is placed on the development of courses of study and the related instructional materials.	
<b>INED 503</b>	<b>CONTEMPORARY PROBLEMS IN TECHNOLOGY, INDUSTRY AND INDUSTRIAL/ TECHNOLOGY EDUCATION</b>	<b>3</b>
	Seminar group exploration of current problems or issues in technology, industry, and industrial/technology education. The seminar follows a research, discussion, presentation format.	
<b>INED 504</b>	<b>TECHNICAL PRESENTATIONS</b>	<b>3</b>
	This course acquaints the student with the commercial applications for technical presentations methods as well as career opportunities. Using the methods and techniques introduced in the course the student will plan, illustrate, and model a variety of objects and/or products. Areas of study include two dimensional illustration, three dimensional modeling, oral and written communications, and electronic-media presentation techniques. The design/problem solving process is used as the primary means of instruction.	

**INED 505 SUPERVISION IN INDUSTRY, EDUCATION, AND TECHNOLOGY 3**

Principles and practices of supervision, as related to industry, industrial/technology education, and technology are discussed and evaluated. Special attention is given to styles of supervision, supervision techniques, communications, and motivation.

**INED 509 FACILITIES PLANNING FOR INDUSTRIAL TECHNOLOGY AND TECHNOLOGY EDUCATION 3**

Facilities planning includes the theoretical and practical application of architectural aspects, operational aspects, floor plan layouts, equipment selection, bid preparation, purchase/lease options and two or three dimensional models.

**INED 512 INTRODUCTION TO TECHNOLOGY EDUCATION 3**

This course is designed to provide the student with the concepts, content and methodology of technology education for application in grades K-12. The systems approach (biotechnology, physical technology and information technology) will be studied. Problem solving as a methodology will be emphasized. Students will participate in actual technology learning activities.

**INED 513 OPERATIONS MANAGEMENT 3**

A course of study focusing on production and service management techniques. Included in the course of study are process design, category planning and scheduling, inventory management, work-force management, quality control, forecasting, materials handling and ordering, employee motivation, and work methods. The students will have the opportunity to investigate any specific area of operations management techniques on an independent basis in consultation with the instructor, as a major research project in the course.

**INED 514 COMPUTER-AIDED DRAFTING: AN INTRODUCTION 3**

An introduction to computer-aided drafting (CAD). Course content will focus around learning the command structure of auto-cad to create, modify, and manage CAD drawings and designs. The student will be exposed to a variety of graphic communication applications and research opportunities focusing on CAD technology.

**INED 515 MANAGEMENT AND PRODUCTION TECHNOLOGY 3**

The course in management and production technology is structured to allow students to organize for production, produce, and market a manufactured product. An independent research product, culminating in an oral presentation of a product suitable for in-class manufacturing, including all necessary jugs and fixtures is also required.

**INED 605 WORKSHOP/SEMINAR IN INDUSTRIAL TECHNOLOGY 3**

Opportunity is afforded the student to study imminent or burgeoning issues, concerns, and/or problems in industry, technology, and/or technology education.



**INED 606 INDEPENDENT STUDY IN TECHNOLOGY 1-3**

Advanced individual study on problems beyond what can be accomplished in the classroom. Credit may be obtained for an approved industrial course or seminar related to the student's special area of interest. May be taken three times with the graduate advisor's approval, for a total of three semester hours.

*Prerequisite: ELRS 503 or instructor's permission.*

**INED 607 RESEARCH AND DEVELOPMENT 6**

A survey of industrial research, technical reports, centers, institutes, laboratories and material standards. The undertaking of an industrial research and development problem, reflecting the graduate students' area of concentration, and the preparation of a publishable technical report. To run a full academic year from September to June.

*Prerequisite: ELRS 503.*

**ISCE 501 PRINCIPLES AND PHILOSOPHY OF COOPERATIVE INDUSTRIAL STUDIES 3**

Historic, cultural, social, governmental, economic and technical forces which affect development of cooperative industrial education programs.

**ISCE 502 CURRICULUM CONSTRUCTION IN COOPERATIVE INDUSTRIAL STUDIES 3**

Techniques designed to meet needs of related and laboratory teaching, and school work programs; curriculum materials especially adapted to needs of part-time cooperative trade occupational programs.

**ISCE 503 PROBLEMS IN ORGANIZING AND TEACHING COOPERATIVE INDUSTRIAL EDUCATION PROGRAMS 3**

Various practices for coordinating high school programs with needs of local industry. Emphasis on supervisory responsibilities within the school and cooperation required with public and private agencies.

**ISCE 582 CAREER GUIDANCE AND OCCUPATIONAL INFORMATION 3**

Covers the principles of career guidance, use of tests and interest inventories in career guidance, sources and usage of career information, theories of career development, counseling on how to find and hold a job, and placement activities. Also includes an introduction to career education. Students will visit industries and post-secondary training. Cross-listed as COUN 582.

# OTHER PROGRAMS

## CONTINUING EDUCATION

*Associate Directors: Ms. Frances Spinelli  
Dr. Richard O. Taubald*

The Center for Continuing Education provides educational programs for business and industry, community agencies and individual adult learners. Services include training programs for employee career mobility, professional certification and re-certification, and instruction in English as a Second Language (ESL) and computer literacy. In addition, testing for college credit and professional licensure is available through the Center.

The Center's main office is located at 860 Valley Road. Telephone (201) 893-4353 or 893-5154.

## PARALEGAL STUDIES CERTIFICATE

*Chairperson: Dr. Marilyn R. Tayler*

The Department of Legal Studies provides a Paralegal Studies Certificate Program for post-baccalaureate students. The Paralegal Studies Program offers the student a balanced and varied background in the legal fundamentals, appropriate skills, and practical field work experience necessary for work as a legal assistant. The program develops intellectual and analytical skills, educates students for direct employment opportunities in the legal assistant field, and provides supplemental career possibilities in combination with a student's undergraduate degree.

The Montclair State Paralegal Studies Program is the first program at a four-year college in the State of New Jersey to receive American Bar Association Approval. A certificate of completion is awarded to all students who meet program standards, fulfill the 24 credit hours required in the Program, and have completed a bachelor's degree. For Post-Baccalaureate students it is a certificate program. All courses in the program are undergraduate courses.

There are three possible courses of study within the Paralegal Studies Program: Hispanic concentration for bilingual students; Litigation concentration; and Patent, Trademark and Copyright concentration.

## PARALEGAL STUDIES PROGRAM

				Semester Hours
I.	LSPR	220	Introduction to Paralegalism .....	3
II.	LSPR	230	Fundamentals of Legal Research .....	3
III.	LSPR	221	Civil Litigation .....	3

**IV. Choice of 4 of the following:**

LSPR	301	Domestic Relations Law	3
LSPR	302	Real Estate Law	3
LSPR	303	Wills, Trusts, and Probate Law	3
LSPR	304	Corporations and Partnerships	3
LSPR	305	Personal Injury Law	3
LSPR	307	Immigration Law	3
LSPR	310	Fundamentals of Patent, Trademark and Copyright Law	3
LSPR	322	Advanced Civil Litigations	3
LSPR	340	Computer Fundamentals for Paralegals	3
LSPR	350	Criminal Procedure, Laws, Rules and Practice	3

Students may substitute up to 2 courses from the appropriate list obtained from the Department.

Students may substitute one law-related course from the following group:

BSLW	261	Legal Environment of Business I	3
LSPR	316	Skills for Bilingual Legal Personnel	3
POLS	321	Law in Society: Criminal Law	3

**V. LSPR 325 Paralegal Seminar and Internship** ..... 3

Students may substitute LSPR 326 Cooperative Education: Paralegal Studies (4 or 8 semester hours).

**Total Semester Hours for the Program** ..... **24**

**Concentrations**

**Hispanic Concentration (for bilingual students)**

**Required Course:**

LSPR	316	Skills for Bilingual Legal Personnel	3
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**Litigation Concentration**

**Required Courses:**

LSPR	305	Personal Injury Law	3
LSPR	322	Advanced Civil Litigation	3

**Patent, Trademark and Copyright Concentration**

**Required Courses:**

LSPR	310	Fundamentals of Patent, Trademark and Copyright Law	3
LSPR	311	Patent, Trademark and Copyright Law: Practice and Procedure	3

Each course of study included a prescribed sequence of Legal Specialty classes and an internship in the area of concentration or specialization.



# LEGAL STUDIES

Course Descriptions	Semester Hours
<b>LSLW 388 SIMULATED LEGAL PROCEEDINGS</b> This course develops an understanding of the various processes utilized to resolve disputes in our society. Students will study the judicial system, learning about the law and the legal system through simulations known as mock trials. <i>Prerequisite: LSLW 200 or 208.</i>	<b>3</b>
<b>LSLW 599 SELECTED TOPICS IN LEGAL STUDIES</b> This course will focus on a current topic in the legal environment that is of significance. It will provide students with the theoretical foundations and practical applications in the area studied. It will further develop their ability to critically analyze, observe, and research the topic under examination, as well as prepare a research paper. <i>Prerequisites: Bachelor's degree; permission of department.</i>	<b>3</b>
<b>LSPR 220 INTRODUCTION TO PARALEGALISM</b> An introduction to certain basic areas of the law, to the legal process, and to the legal system, particularly as it operates in the state of New Jersey. The roles of the lawyer and the paralegal within the legal system. Familiarization with ethical considerations and specific paralegal skills in the areas of interviewing, investigation, and advocacy.	<b>3</b>
<b>LSPR 221 CIVIL LITIGATION</b> The terminology of civil law. Substantive and procedural principles relating to all stages of a civil law suit from commencement to judgement particularly as applied to New Jersey civil practice rules. Drafting of pleadings, motions, and other documents in a civil law suit. Trial and appellate procedures. <i>Prerequisite or corequisite: LSPR 220.</i>	<b>3</b>
<b>LSPR 230 FUNDAMENTALS OF LEGAL RESEARCH</b> Fundamental principles and methods of legal research. The use of a law library, case law, statutory law, and other sources. The application of the tools of legal research to case analysis, digesting legal opinions, and writing a law office memorandum. Not open to Freshmen. <i>Prerequisite: LSPR 220 is recommended.</i>	<b>3</b>
<b>LSPR 301 DOMESTIC RELATIONS LAW</b> Basic concepts and scope of domestic relations law and family law practice. Familiarization with forms and procedures to train the legal assistant in this area. Ante nuptial agreements, formal ties of marriage, separation agreements, divorce. <i>Prerequisite: LSPR 220, 221, 230.</i>	<b>3</b>
<b>LSPR 302 REAL ESTATE LAW</b> Principles of real estate law and transactions to train the legal assistant in this area of practice. Conveyances of real property from the standpoint of seller and purchase. Landlord-tenant relations. <i>Prerequisites: LSPR 220.</i>	<b>3</b>
<b>LSPR 303 WILLS, TRUSTS AND PROBATE LAW</b> Basic concepts, practice, and procedure in wills, probate, and trusts, Will drafting, estate planning, probate procedures, and estate administration, forms and questionnaires utilized by paralegals in these areas. <i>Prerequisites: LSPR 220, 221.</i>	<b>3</b>

**LSPR 304 CORPORATIONS AND PARTNERSHIPS 3**

Legal characteristics and tax aspects related to sole proprietorship, partnership, limited partnership, and corporation. Formation, operation, and dissolution of the corporate entity. Drafting of legal forms utilized by paralegals in these areas.

*Prerequisites: LSPR 220, 221, 230 and either LSPR 306 or BSLW 261.*

**LSPR 305 PERSONAL INJURY LAW 3**

Legal concepts and terminology of personal injury law, both substantive and procedural. Drafting of pleadings and other documents utilized by paralegals in personal injury practice, negligence, medical malpractice, products liability.

*Prerequisites: LSPR 220, 221, 230.*

**LSPR 306 CONTRACT LAW FOR PARALEGALS 3**

This course provides students with the theoretical foundations and practical applications of contract law in the common law tradition as modified by the Uniform Commercial Code. Students will also become acquainted with current developments in computer applications in the drafting of contracts. Paralegal minor.

*Prerequisites: LSPR 220.*

**LSPR 307 IMMIGRATION LAW 3**

Basic overview of immigration and nationality act, well as historical and sociological perspective of U.S. Immigration. Practice and procedure of immigration law as pertains to both administrative agency processing and consular processing. Visa applications, naturalization, citizenship, deportation, exclusion, asylum and refugee practice.

*Prerequisites: LSPR 220.*

**LSPR 310 FUNDAMENTALS OF PATENT, TRADEMARK AND COPYRIGHT LAW 3**

Substantive and procedural legal foundations in these areas. Application and registration procedures. Standards of patentability. Trademark registration. Subject matter of copyrights.

**LSPR 311 PATENT, TRADEMARK AND COPYRIGHT LAW: PRACTICE AND PROCEDURE 3**

Substantive and procedural principles in these areas, including practice and procedure before the U.S. Patent and Trademark Office and the U.S. Copyright Office.

*Prerequisite: LSPR 310.*

**LSPR 316 SKILLS FOR BILINGUAL LEGAL PERSONNEL 3**

Translating, interpreting and cultural fluency as applied to the legal field and in particular to the role of bilingual paralegals.

*Prerequisite: Fluency in Spanish required.*

**LSPR 322 ADVANCED CIVIL LITIGATION 3**

This course provides students with the theoretical foundations and practical applications of civil litigation in both the state and federal court systems, at all levels from client intake through judgment. Students will also become acquainted with current developments in computer hardware and software applications in the management of complex multi-party civil litigation.

*Prerequisite: LSPR 221.*

**LSPR 325 PARALEGAL SEMINAR AND INTERNSHIP 3**

Field work experience of 90 hours in a private sector law office, corporation, bank, or public sector agency. Also includes classroom seminar.

*Prerequisites:* LSPR 220, 221, 230, departmental approval.

*Prerequisites or Corequisites:* 4 legal specialty or law-related courses selected from courses approved within the Paralegal Studies Minor or from the approved departmental list.

**LSPR 326 COOPERATIVE EDUCATION: PARALEGAL STUDIES 4-8**

Academic study integrated with supervised paid employment situation outside the formal classroom environment. Part-time (20 hours per week) or full-time (40 hours per week).

*Prerequisites:* LSPR 220, 221, 230, departmental approval.

*Prerequisites or Corequisites:* 4 legal specialty or law-related courses selected from courses approved within the Paralegal Studies Minor or from the approved departmental list.

**LSPR 331 ADVANCED LEGAL RESEARCH 3**

Students refine and perfect principles and methods of legal research, how to use a law library, and to work with statutory, case law and other sources. Students apply to practical legal problems, the research techniques learned in Fundamentals of Legal Research.

*Prerequisites:* LSPR 230.

**LSPR 340 COMPUTER FUNDAMENTALS FOR PARALEGALS 3**

This course provides an introduction to the structure of a computer, the function of programming language, computer application in the legal environment, available legal software and legal applications data bases.

*Prerequisites:* LSPR 220, 221, 230.

**LSPR 341 ADVANCED COMPUTER CONCEPTS FOR PARALEGALS 3**

The course is designed to explore the application and operation of computer programs designed specifically to assist in the practice of law or the management of a law office and to provide students with a conceptual basis for evaluation, application, and operation of other legal application programs which may become available to students. The course builds upon the background and knowledge acquired in the prerequisite Computer Fundamentals for Paralegals.

*Prerequisites:* LSPR 220, 230, 340.

**LSPR 350 CRIMINAL PROCEDURE, LAWS, RULES AND PRACTICE 3**

Legal concepts and their application to criminal procedure. Study of procedural laws and rules governing criminal practice and how they impact on substantive criminal law. Will include the role of the paralegal in criminal practice from both the perspective of the prosecution and the defense.

*Prerequisite:* LSPR 220.

**LSPR 399 SELECTED TOPICS IN PARALEGAL STUDIES 3**

Exploration of a significant area of paralegal studies, including administrative law, alternate dispute resolution, as well as new and evolving legal areas. The specific topic will be announced each time the course is offered.

*Prerequisites:* LSPR 220, 221, 230.



# TEACHER CERTIFICATION, POST-BACCALAUREATE, POST MASTER OF ARTS PROGRAMS

*Certification Advisor: Ms. Marcella P. West*

## 1. TEACHER CERTIFICATION

A student with a baccalaureate degree may receive a New Jersey teaching certificate, and a fully certified teacher may obtain additional teaching field endorsements or advanced certification while attending Montclair State. (See Certification Areas following this section.) Students planning to enter the approved teacher certification program must follow the prescribed admission procedures described below. Upon successful completion of an approved program and the National Teacher Examination (NTE) in the appropriate area/field, the student will be recommended to the New Jersey Department of Education for a teaching certificate. Students interested in teaching outside of New Jersey should seek information from the appropriate state authorities before contacting the certification advisor or any departmental advisor. Applicants holding an undergraduate degree from a country outside of the United States should have records evaluated by a creditable foreign credentials evaluation service. This is necessary to establish and satisfy the 60 approximate hours in general education required for admission to the Teacher Education Program. Applicants may contact the Certification Advisor for recommendations relative to this requirement.

## ADVISEMENT

All general questions regarding certification and requests for specific information concerning procedures and courses applicable toward approved initial teacher certification programs available at Montclair State should be directed to Ms. Marcella P. West, Certification Advisor, (201) 893-4139 in the School of Professional Studies. Students seeking counseling may make an appointment with the Certification Advisor. Students should call ahead for an appointment.

## ADMISSION PROCEDURES

To Montclair State — Those interested in the Post-Baccalaureate/Post-MA Approved Teacher Certification Program may obtain an application upon request from the Office of Graduate Studies, (201) 893-5147. The Office of Graduate Studies requires the following from each applicant to the Approved Teacher Certification Program: (1) completion of non-degree post-baccalaureate application for admission; (2) copy of teaching certificate(s) where appropriate; (3) two copies of an official transcript from each college or university attended. It is noted that admission to the College cannot be considered admission to the Teacher Education Program.

To The Teacher Education Program — The Certification Advisor receives the completed application folder from the Office of Graduate Studies. The advisor will evaluate the academic records and credentials of each student. A grade point average (GPA) of 2.50 is required for admission to the Teacher Education Program. The GPA in the teaching field may be higher. Each department (teaching field) has specific requirements including grade point average, which have been determined according to College procedures. These requirements are followed in determining eligibility for admission to the Teacher Education Program.

Using admission to teacher education forms, the Certification Advisor will request from each student, three recommendations from individuals who are aware of his/her scholastic aptitude, character and evidence of the students interest in community affairs and teaching. In addition, each student is required to demonstrate competence in speech. Direction for the speech evaluation is provided by the advisor. The Certification Advisor assigns to each student a Graduate (teaching field) Advisor. The student is invited by letter from the Certification Advisor to schedule appointments to meet with the certification and graduate advisor(s). Both advisors will develop a program of studies for each student accepted into teacher education. The program outlines policies and procedures leading to completion of requirements for teacher certification. Continuous advisement is available and expected for students accepted in the approved teacher certification programs.

*NOTE: See MAT (Master of Arts in Teaching) Program under the Department of Curriculum and Teaching in this catalog.*

## TEACHER CERTIFICATION PROGRAM REQUIREMENTS

Requirements for teacher certification may be revised. Students are urged to contact the Certification Advisor to verify requirements. Requirements listed in the catalog are subject to change without notice. The New Jersey State Board of Education requires candidates for instructional certificates to take sections of the National Teacher Examination (NTE) and achieve a minimum score prior to certification. Changes in the National Teacher Examination requirements as to tests required and cut off scores may occur at the prerogative of the State. Information regarding which tests to register for, NTE Bulletins, and how to register is available in the Office of Teacher Education.

### **General Education**

Academic background requires approximately sixty semester hour credits in General Education including study in at least four of the following areas: English, Mathematics, Science, Social Science, Fine and Practical Arts, Foreign Languages, Music and Philosophy.

## Professional Education

			Semester Hours
A.	Social Behavioral Science Component		
	PSYC 101	General Psychology I: Human Growth and Development .....	3
	PSYC 200	Educational Psychology .....	3
		Human and Intercultural Relations Elective (Graduate Level) .....	3
B.	Professional Education Component		
	CURR 500	Fieldwork in Education .....	2
		(Speech Proficiency Requirement)	
		Details provided by Certification Advisor	
		(Physiology/Hygiene Requirement)	
		Details provided by Certification Advisor	
	Major Departmental Methods Course(s) .....		2–3 min.
	CURR 400	Teacher, School and Society .....	3
	A course in reading .....		3
	A course in teaching for critical thinking .....		3
	EDFD 520	Development of Educational Thought .....	3
	CURR 5	Educational Elective .....	3
	CURR 411	Supervised Student Teaching, or .....	8
	CURR 414-5	In-Service Supervised Teaching .....	8
	Co-requisite with all Student Teaching Experiences		
	CURR 401	Senior Field Experience and .....	1
	CURR 402	Seminar in Professional Education .....	1
	CURR 435	Effective Teaching/Productive Learning .....	2
	Major Seminar (not required in all major departments) .....		1
C.	Teaching Field Requirements (Department advisement necessary)		
	Note:		
	1) The field experience course must be completed prior to the semester in which Student Teaching is desired.		
	2) All applicants filing for admission to the Approved Certification and/or MAT Programs must fulfill the course requirements in the Human and Intercultural Relations area for initial Teacher Certification. The course taken to fulfill this requirement must be selected from the approved courses list. Contact the Certification Advisor for recommended courses.		
D.	Supervised Student Teaching		
	Students who have been admitted to Teacher Education and who are eligible for Student Teaching are required to file an application during the semester prior to the one in which Student Teaching is desired. Application procedures must be completed by September 15 for Student Teaching in the following Spring semester; March 15 for Student Teaching in the following Fall semester. All appropriate departmental and professional education courses must be completed prior to filing the application for Student Teaching. This normally includes a minimum of 12 semester hours completed at Montclair State, including methods in the teaching field.		



## **I. Certification Areas**

- A. Business Education: General Business Studies and Accounting, General Business and Secretarial Studies, General Business and Distributive Education, Comprehensive Business Education
- B. Communication Sciences and Disorders: Teacher of the Handicapped, Speech Language Specialist
- C. English
- D. Art
- E. Foreign Languages (French, German, Italian, Latin, Russian, Spanish)
- F. Health and/or Physical Education
- G. Home Economics
- H. Industrial Arts: Industrial Arts (academic background), Industrial Arts (experience background), Vocational/Technical Education
- I. Mathematics
- J. Music
- K. Nursery School (N-8 Certificate)
- L. Psychology
- M. Science (Biology, Chemistry, Comprehensive Science, Geoscience, Physics)
- N. Social Studies
- O. Speech and Theatre

## **II. Advanced Certification and Post Master's**

State certification is available in the following non-teaching educational specializations:

- A. Administration and Supervision: Supervisor (MA + 21-24 semester hours in appropriate course work), Principal, Superintendent
- B. Learning Disabilities Teacher-Consultant
- C. Educational Media Specialist
- D. Reading Specialist

## **III. Other Fields/Endorsements**

Non-degree programs leading to state certification are available in the following areas:

- A. Associate Media Specialist
- B. Bilingual/Bicultural
- C. Coordinator Industrial Education (CIE)
- D. Data Processing
- E. Reading
- F. School Business Administrator
- G. School Psychologist
- H. School Social Worker
- I. Student Personnel Services (Guidance)
- J. Teacher-Coordinator, Cooperative Vocational-Technical Education
- K. TESL (Teacher of English as a Second Language)
- L. Typewriting

## EDUCATIONAL PLACEMENT

The Office of Teacher Education offers an educational placement service. Students completing at least 12 credits at Montclair State are eligible to register for this service. Further information can be obtained from Dr. Robert Pines, Director of Teacher Education, (201) 893-4262.







# DIRECTORY

GRADUATE ADVISORS	Office	Tele.
Administration and Supervision: <i>Dr. Arlene King</i> *Educator Trainer (Training Personnel)	Chapin Hall 317	(201) 893-5175
Anthropology, Combined Bachelor and Master of Arts in Practical Anthropology: <i>Dr. Bertha B. Quintana</i> <i>Dr. Kenneth H. Brook</i>	Russ Hall 219 Russ Hall 202	4119 7569
Applied Sociology: <i>Dr. Candace Clark</i>	Russ Hall 315	7170
Biology: <i>Dr. Larry Cribben</i>	Mallory Hall 252D	5107
Business Administration: <i>Dr. Dolores Gioffre</i> , MBA Director	Morehead Hall 103	4306
*Accounting		
*Business Economics		
*Finance		
*Management		
*Marketing		
*Quantitative Analysis		
Business Education: <i>Dr. Rosemarie McCauley</i>	College Hall 302	7033
Chemistry: <i>Dr. Pamela Delaney</i>	Richardson Hall 345	7166
Communication Sciences and Disorders		
*Audiology: <i>Dr. Joseph Attanasio</i>	Speech Building 112	4227
*Early Childhood Special Education: <i>Dr. Warren Heiss</i>	Speech Building 119C	4227
*Learning Disabilities: <i>Dr. Warren Heiss</i>	Speech Building 119C	4227
*Speech-Language Pathology: <i>Dr. Joseph Attanasio</i>	Speech Building 112	4227
Computer Science: <i>Dr. Helen Roberts</i>	Richardson Hall 204	7262
Counseling, Human Services and Guidance: <i>Dr. Arlene King</i> Counseling Administration and Supervision	Chapin Hall 317	5175
*Educator Trainer (Training Personnel)		
Education: <i>Dr. Catherine Becker</i>	Chapin Hall 218	5187
*Critical Thinking: <i>Dr. Wendy Oxman-Michelli</i>	Chapin Hall 105	5197
Educational Psychology: <i>Dr. Paul Locher</i>	Russ Hall 401	7381
English and Comparative Literature: <i>Dr. Naomi Liebler</i>	Partridge Hall 467	7324
Environmental Studies: <i>Dr. W. Augustus Rentsch</i>	Russ Hall 120	4480
*Environmental Education		
*Environmental Health		
*Environmental Management		
*Environmental Science		
Fine Arts: <i>Prof. Patricia Lay</i> *Art History *Studio	Calcia Fine Arts Bld. 121	7294
French: <i>Dr. Kathleen Wilkins</i>	Partridge Hall 427	5145
Geoscience: <i>Dr. Charles L. Hamilton</i>	Mallory Hall 252N	7273
Health Education: <i>Dr. Harry H. Hoitsma</i>	College Hall 305	4154
Home Economics: <i>Dr. Karen Todd</i> *Family Life Education *Family Relations/Child Development *Home Economics Education *Consumer Studies/Consumer Economics	Finley Hall 111	4171
Industrial Technology and Education: <i>Dr. George A. Olsen</i>	Finley Hall 216	4165
Mathematics: <i>Dr. Helen Roberts</i> *Computer Science *Mathematics Education *Pure and Applied Math *Statistics	Richardson Hall 204	(201) 893-7262

Music: <i>Dr. Donald Mintz</i>	McEachern Music Building I	7220
*Music Education		
*Performance		
*Theory Composition		
Physical Education: <i>Dr. Ree K. Arnold</i>	Panzer School Center	7091
Psychology: <i>Dr. Paul Locher</i>	Russ Hall 401	7381
*Industrial and Organizational Psychology		
*Clinical Psychology for Spanish-English Bilinguals		
Reading: <i>Dr. Joseph P. Brunner</i>	College Hall 105	4247
<i>Dr. Maria Schantz</i>	College Hall 105	4247
<i>Dr. Joy Stone</i>	College Hall 105	4247
Social Sciences: <i>Dr. Richard J. Barker</i>	Russ Hall 213	5261
*Anthropology: <i>Dr. Bertha B. Quintana</i>	Russ Hall 219	4119
*Economics: <i>Dr. Harold Flint</i>	Russ Hall 402	7403
*Geography: <i>Dr. Harbans Singh</i>	Russ Hall 309	5258
*History: <i>Dr. Richard J. Barker</i>	Russ Hall 213	5261
*Sociology: <i>Dr. Candace Clark</i>	Russ Hall 315	7170
*Urban Studies: <i>Dr. Harbans Singh</i>	Russ Hall 309	5258
Spanish: <i>Dr. Linda Gould Levine</i>	Partridge Hall 431	7514
Speech and Theatre: <i>Prof. Karl Moll</i>	Life Hall 126-K	7344
*Communication Arts		
*Theatre		
Teaching: <i>Dr. Susie Boyce</i>	Chapin Hall 218	5187
*Teaching Middle School Philosophy:		
<i>Dr. Ann Margaret Sharp</i>	14 Normal Avenue	4277

\* Area of Concentration

## CERTIFICATION ADVISORS

Post Baccalaureate/Post MA Teacher Certification:  
*Ms. Marcella West*

Bilingual/Bicultural: *Dr. George Bernstein*

Business Education: *Dr. Rosemarie McCauley*

Chemistry/Biology: *Dr. Bonnie Lustigman*

Cooperative Business Education (formerly COE):  
*Dr. Rosemarie McCauley*

Counseling/Ed. Leadership: *Dr. Arlene King*

Distributive Education: *Dr. Joseph Hecht*

Educational Media Specialist: *Mr. Robert Ruezinsky*

English: *Dr. Muriel Becker*

Fine Art: *Dr. Susan Leshnoff*

French: *Dr. Kay Wilkins*

German/Russian: *Dr. John Moore*

Health Professions: *Dr. Harry Hoitsma*

Home Economics/Early Childhood Education (N-8):  
*Dr. Joan Bernstein*

Italian: *Dr. Rose Minc*

Latin: *Dr. Timothy Renner*

Linguistics/TESL: *Dr. Robert Miller*

Mathematics: *Dr. Evan Maletsky*

Music: *Dr. Robert Stephens*

Physical Education: *Dr. Ree Arnold*

Reading: *Dr. Maria Schantz*

School Psychologist: *Dr. Joan Silverstein*

School Social Worker: *Dr. Arlene King*

Social Studies/History: *Dr. Joseph Moore*

Spanish: *Dr. John Zahner*

## Office

## Tele.

Chapin Hall 102 (201) 893-4139

Chapin 208 7045

College Hall 302 7039

Mallory 252E 5265

College Hall 302 7039

Chapin 318 5175

College Hall 302 4271

College Hall 124 7040

Partridge 465 4249

Calcia 119 4210

Partridge 427 5145

Partridge 419 4420

College Hall 305 4154

Mallory 116 4172

Partridge 416 4285

Partridge 417 4419

Partridge 434 7501

Richardson 216 4265

Life Hall 204 4379

Panzer 1520 7091

College Hall 105 4247

Russ Hall 230 7223

Chapin 318 5175

Russ 212 4124

Partridge 446 7509

Speech Language Specialist: *Dr. Joseph Attanasio*  
 Speech/Theatre: *Dr. Wayne Bond*  
 Student Personnel Services (Guidance): *Dr. Arlene King*  
 Teaching Handicapped/LDTC: *Dr. Warren Heiss*  
 Technology: *Dr. Vincent Walencik*  
 Voch/Tech/CIE: *Dr. Vincent Walencik*  
 ADA: *Dr. Kathleen Bauer*  
 Paralegal Studies: *Dr. Barbara Nagle*

Speech 112 (201) 893-4227  
 Life Hall 055 5214  
 Chapin Hall 317 5175  
 Speech 119C 4227  
 Finley Hall 218 7509  
 Finley 218 7509  
 Finley Hall 110A 4130  
 Partridge 313 4152

## CHAIRPERSONS/DIRECTORS

Adult Continuing Education: *Ms. Frances Spinelli*  
*Dr. Richard O. Taubald*

Anthropology: *Dr. Bertha B. Quintana*

Biology: *Dr. Bonnie K. Lustigman*

Broadcasting, Speech Communication, Dance and Theatre:  
*Dr. Gerald Ratliff*

Business Administration: *Dr. Dolores Gioffre*, MBA Director

Accounting, Law & Taxation: *Dr. Diane Schulz*

Economics: *Dr. Phillip LeBel*

Finance and Quantitative Methods: *Dr. Harvey Blumberg*

Management: *Dr. Joseph Greco*

Marketing: *Dr. Ralph A. DiPietro*

Business Education: *Dr. Stephen Cyrus*

Certification Office: *Ms. Marcella West*

Chemistry: *Prof. Roland R. Flynn*

Classics: *Dr. Timothy T. Renner*

Communication Sciences and Disorders: *Dr. Warren Heiss*

Counseling, Human Development and Educational  
 Leadership: *Dr. Arlene King*

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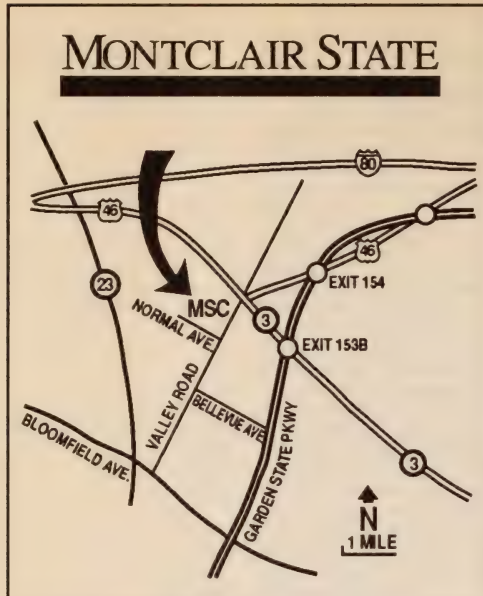
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## DIRECTIONS TO CAMPUS



MSC is on Valley Road and Normal Avenue, Upper Montclair, N.J., one mile south of the junction of Routes 3 and 46.

### **BY CAR FROM:**

**Bloomfield Ave., Montclair:** North on Valley Road, 3.3 miles to Normal Avenue light, turn left.

**Route 46 (East and West):** Valley Road, Montclair exit (at Route 3 junction), south for approximately one mile to Normal Avenue light, turn right.

**Route 3:** Valley Road, Montclair exit (at Route 46 junction), south for approximately one mile to Normal Avenue light, turn right.

**Garden State Parkway South:** Exit 154 to Route 46 West, to Valley Road, Montclair exit, left one mile to Normal Avenue light, turn right.

**Garden State Parkway North:** Exit 153B (left lane) to Route 3 West to Valley Road, Montclair exit, left one mile to Normal Avenue light, turn right.

**New Jersey Turnpike:** Exit 16W to Route 3, Valley Road, Montclair exit, left one mile to Normal Avenue light, turn right. Motorists traveling on the Turnpike south of Exit 11 may exit there to Garden State Parkway North.

**Lincoln Tunnel:** Follow Route 3.

**George Washington Bridge:** Route 80 to Garden State Parkway South.

### **BY PUBLIC TRANSPORTATION\* FROM:**

**New York City (by train):** Take PATH Service to Hoboken, transfer to NJ Transit Boonton line, and get off at Montclair Heights Station at southwest corner of campus. (Service available only on weekdays in the afternoon and evening.)

**New York City (by bus):** DeCamp Bus No. 66 leaves from the Port Authority Bus Terminal; get off at Mt. Hebron and Valley roads, turn right (north) on Valley, and walk one block to the Normal Avenue traffic light, then turn left to campus entrance.

**Newark:** NJ Transit Bus No. 28 originates at Macy's, Washington and Williams streets, and terminates its run on campus.

**Paterson:** NJ Transit Bus No. P4 travels from Main Street and Broadway in Paterson; transfer at Main and Center streets in Little Falls to No. P5 to Montclair State. Or, NJ Transit Bus No. 72 originates at Broadway Terminal, Paterson, and goes to Broad Street, Bloomfield. Change to No. 28 at Bloomfield Center.

**The Oranges:** Take One Bus Co. No. 44 to Main and Day streets in Orange. Connect to NJ Transit Bus No. 92 to Glenwood and Bloomfield avenues. Change to NJ Transit Bus No. 28.

**Passaic:** NJ Transit Bus No. P5 originates at Main Street and Passaic Avenue in Passaic and travels through Clifton to Montclair State.

**Jersey City:** Friendly Bus Service Bus No. 22 originates at Platform D4 in Journal Square Path Center and ends its run on campus. (Weekdays only.)

**Wayne:** NJ Transit Bus No. P5 originates at Willowbrook Mall and ends its run on campus.

\*Subject to change without notice. Information available from New Jersey Transit, 800-772-2222.

# MONTCLAIR STATE

## BUILDINGS

- A** LIFE HALL
- B** MEMORIAL HALL
- C** FINE AND PERFORMING ARTS
- D** COLLEGE HALL—ADMINISTRATION & ADMISSIONS
- E** GILBRETH HOUSE—PSYCHOLOGICAL SERVICES
- F** ACADEMIC ADVISING & TUTORIAL CENTER
- G** FINLEY HALL
- H** PARKRIDGE HALL—HUMANITIES
- I** MOREHEAD HALL
- J** BUSINESS ADMINISTRATION
- K** STUDENT CENTER
- L** SPEECH BUILDING
- M** CALCIA FINE ARTS BUILDING
- N** MEGACHERN MUSIC BUILDING
- O** PANZER SCHOOL CENTER—GYMNASIUM and SWIMMING POOL
- P** DROP-IN CENTER
- Q** SPRAGUE LIBRARY
- R** MALLORY HALL
- S** RICHARDSON HALL—MATHEMATICAL & NATURAL SCIENCES
- T** CONTINUING EDUCATION
- U** CHAPIN HALL—PROFESSIONAL STUDIES

### CAMPUS POLICE

- BB** RUSS HALL—SOCIAL SCIENCES
- CC** FREEMAN HALL—STUDENT HOUSING
- DD** STONE HALL—STUDENT HOUSING
- EE** WEBSTER HALL—STUDENT HOUSING
- FF** BOHN HALL—STUDENT HOUSING
- GG** MAINTENANCE BUILDING
- HH** POWER AND ENERGY LABORATORY
- JJ** HEATING PLANT
- LL** BLANTON HALL—STUDENT HOUSING & HEALTH CENTER
- MM** PSYCHO-EDUCATIONAL SCHOOL
- RR** CLOVER ROAD APTS. (100)—STUDENT HOUSING
- SS** CLOVER ROAD APTS. (200)—STUDENT HOUSING
- TT** CLOVER ROAD APTS. (330)—STUDENT HOUSING
- UU** VAN REYERBOND HOUSE
- VV** PHILOSOPHY FOR CHILDREN
- XX** RECREATION BUILDING
- YY** FACULTY/STUDENT COOPERATIVE INC.

MONTCLAIR STATE is an affirmative action/equal opportunity institution.



## PARKING

- 1** FACULTY and STAFF
- 2** FACULTY and STAFF
- 3** PHYSICAL EDUCATION and ATHLETIC DEPARTMENT
- 4** FACULTY and STAFF
- 5** STUDENT HOUSING STAFF
- 6** VISITOR
- 7** FACULTY and STAFF
- 8** FACULTY and STAFF
- 9** FACULTY and STAFF (Compact Cars Only)
- 10** LIBRARY FACULTY and STAFF
- 11** FACULTY and STAFF

- 12** TECHNOLOGY DEPT. FACULTY and STAFF
- 13** STUDENT
- 14** FACULTY and STAFF
- 15** DISABLED
- 16** VISITOR
- 17** STUDENT
- 18** STUDENT HOUSING STAFF
- 19** STUDENT HOUSING STAFF
- 20** STUDENT
- 21** STUDENT
- 22** STUDENT
- 23** STUDENT

- 24** STUDENT
- 25** STUDENT
- 26** STUDENT
- 27** STUDENT
- 28** STUDENT
- 29** STUDENT
- 30** STUDENT

## SYMBOLS

- 1** EMERGENCY PHONE
- 2** SHUTTLE BUS STOP























Upper Montclair, New Jersey 07043

**PAID**

Upper Montclair, NJ  
Permit No. 102

MONTCLAIR  
STATE



GRADUATE  
CATALOG



1993 - 1995





## Location:

200-acre campus, at the intersection of Valley Road and Normal Avenue, Upper Montclair, New Jersey (Essex County), one mile south of intersection of Valley Road and Route 46. Main entrance on Normal Avenue.

## Degrees Offered:

Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Master of Arts, Master of Arts in Teaching, Master of Business Administration, Master of Education, and Master of Science.

## Facilities:

Ten major academic buildings, student center building, library, gymnasium, playing fields, administration building, and housing for 2,000 students in residence halls and apartments. A new academic building and additions to the library and Fine and Performing Arts building have recently been completed and several renovations are now underway.

## Telephone Numbers:

Graduate Studies Office .....	(201) 655-5147
	(800) 331-9207
Montclair State Main Number .....	(201) 655-4000
	(800) 624-7780
Financial Aid .....	(201) 655-4461
Registrar .....	(201) 655-4376
	(800) 331-9204

Revenue Office (Student Accounts) .... (201) 655-4471

For other telephone numbers, see Directory (Graduate Advisors and Chairpersons/Directors) in the back of this catalog.

## Tuition and Fees:

Graduate tuition and fees is \$155.30 per credit for New Jersey residents, and \$192.50 per credit for non-residents of New Jersey. *Tuition and fees are subject to change at any time.*

Montclair State is an Equal Opportunity/Affirmative Action Institution. In compliance with relevant federal and state civil rights legislation, the College does not discriminate on the basis of gender, race, color, religion, national origin, age, sexual orientation, or physical capability in the operation of its educational program or activities: admission, access to programs and course offerings, physical education, competitive and intramural athletics, counseling, student and other employment, use of facilities, and College sponsored extracurricular activities.

Inquires relating to equal opportunity/affirmative action issues may be directed to the offices of Equal Opportunity/Affirmative Action or Student Development and Campus Life.

The Graduate Catalog of Montclair State is published biennially and presents announcements of general information, general academic regulations, and the academic program extant at the date of publication. The College reserves the right to change any of its announcements, regulations or requirements at any time without notice or obligation. The Office of the Provost and Vice President for Academic Affairs is responsible for the preparation of the content of this publication.

MONTCLAIR STATE

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Graduate Catalog  
1993-1995

MONTCLAIR STATE  
UPPER MONTCLAIR, N.J. 07043

June 1993





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# GRADUATE DEGREES OFFERED\*\*

## BACHELOR OF ARTS/MASTER OF ARTS

Practical Anthropology

## MASTER OF ARTS

Administration and Supervision

\*Educator Trainer (Training Personnel)

Applied Sociology

Business Education

\*Distributive Education

Communication Sciences and Disorders

\*Early Childhood Special Education

\*Learning Disabilities

\*Speech-Language Pathology

Counseling, Human Services and Guidance

\*Human Services

Educational Psychology

English and Comparative Literature

Environmental Studies

\*Environmental Education

\*Environmental Health

\*Environmental Management

\*Environmental Science

Fine Arts

\*Art History

\*Studio

French

Health Education

Home Economics

\*Family Life Education

\*Family Relations/Child Development

\*Home Economics Education

\*Home Management/Consumer Economics

Industrial Technology and Education

Music

\*Music Education

\*Performance

\*Theory Composition

Physical Education

\*Coaching and Sports Administration

\*Exercise Sciences

\*Teaching and Administration of Physical Education

\* *Area of Concentration*

\*\* *Please refer to the index for page numbers on specific programs.*

## Psychology

- \*Clinical Psychology for Spanish-English Bilinguals

- \*Industrial and Organizational Psychology

## Reading

### Social Sciences

- \*Anthropology

- \*Economics

- \*Geography

- \*History

- \*Sociology

- \*Urban Studies

## Spanish

### Speech and Theatre

- \*Communication Arts

- \*Theatre

## MASTER OF ARTS IN TEACHING

### Teaching

- \*Teaching Middle School Philosophy

## MASTER OF BUSINESS ADMINISTRATION

### Business Administration

- \*Accounting

- \*Business Economics

- \*Finance

- \*Management

- \*Marketing

- \*Quantitative Analysis

## MASTER OF EDUCATION

### Education

- \*Critical Thinking

## MASTER OF SCIENCE

### Biology

### Chemistry

### Computer Science

- \*Applied Mathematics

- \*Applied Statistics

### Geoscience

### Mathematics

- \*Computer Science

- \*Mathematics Education

- \*Pure and Applied Mathematics

- \*Statistics

### Statistics

\* *Area of Concentration*

\*\* *Please refer to the index for page numbers on specific programs.*

# ACADEMIC CALENDAR\*

	1993-1994	1994-1995
<b>Fall Semester</b>		
Classes Begin	September 1	September 1
Labor Day Holiday (No Classes)	September 6	September 5
Thanksgiving Holiday (No Classes)	November 25-28	November 24-27
Classes End	December 16	December 16
Examination Period	December 17-23	December 17-23
End of Semester	December 23	December 23
<b>Winter Session</b>		
Classes	January 3-21 (15 sessions)	January 3-20 (14 sessions)
<b>Spring Semester</b>		
Classes Begin	January 24	January 25
Spring Recess (No Classes)	March 21-27	March 27-April 2
Easter Holiday (No Classes)	April 1-3	April 14-16
Classes End	May 17	May 18
Examination Period	May 18-24	May 19-25
End of Semester	May 24	May 25
<b>Summer Sessions</b>		
Pre-Session (No Friday Classes)	May 31-June 16 (11 sessions)	May 30-June 15 (11 sessions)
Saturday Classes	June 11-August 13 (10 sessions)	June 10-August 12 (10 sessions)
Eight-Week Session (No Friday Classes)	June 13-August 4	June 12-August 3
Six-Week Session (No Friday Classes)	June 27-August 4	June 26-August 3
Independence Day Holiday (No Classes)	July 4	July 4
Post-Session (No Friday Classes, Steam Shutdown)	August 8-25 (12 sessions)	August 7-24 (12 sessions)

\*Montclair State reserves the right to modify this calendar.



# GENERAL INFORMATION

From its founding in 1908, the history of Montclair State has been one of change, growth and distinction. Established as a Normal School in 1908 in response to the growing demand for professionally trained teachers, the institution became Montclair State Teachers College in 1927, dedicated to the education of secondary school teachers through a four-year Bachelor of Arts degree program. Part-time, extension and summer courses were added to meet the professional needs of teachers, and in 1932 Montclair was authorized to offer the master's degree. With its strong emphasis on the liberal arts and sciences, Montclair in 1937 became one of the first teachers' colleges accredited by the Middle States Association of Colleges and Schools. Responding to rapid enrollment growth in the late forties and fifties with an expanded curriculum and faculty, the campus became Montclair State College in 1958 and a comprehensive, multi-purpose institution in 1966.

With a Fall 1992 enrollment of 13,697 students, Montclair is the largest of New Jersey's state colleges. It offers 43 undergraduate majors, 30 graduate majors and numerous interdisciplinary programs, minors and concentrations through five schools: Business Administration, Fine and Performing Arts, Humanities and Social Sciences, Mathematical and Natural Sciences, and Professional Studies. Montclair is unique among New Jersey's state colleges in maintaining a Classics and a Linguistics Department, and its program in Music Therapy is also exceptional. The College Honors Program provides an interdisciplinary curriculum to meet the intellectual needs of about 150 academically superior students, while the Global Education Center helps arrange student and faculty exchanges, scholarly visits, conferences and seminars that promote a greater global awareness. The College's Institute for the Advancement of Philosophy for Children attracts scholars from around the world to learn about the application of logical thinking to the elementary school classroom, while Project THISTLE (Thinking Skills in Teaching and Learning) improves the basic skills of urban college-bound students by working with teachers in the Newark public schools. The College operates a Professional Development School in Newark, in partnership with the Newark Board of Education, and the teacher education program was selected to participate in John Goodlad's Teacher Education in a Democracy Project, a national reform effort to improve schools and the preparation of teachers.

As a Center of Excellence in the Fine and Performing Arts, Montclair offers an extraordinary range of opportunities for performing arts students at the graduate as well as the undergraduate level to work with world class musicians, artists, dancers and actors in a program that combines professional training with career entry. The Institute for Critical Thinking has been recognized as a national model for faculty and curriculum development, offering workshops, seminars, colloquia and other collaborative projects designed to explore both the theoretical aspects of critical thinking and their implications for teaching and learning at all levels.

As an institution with a strong commitment to public service, Montclair State offers a variety of noncredit programs in addition to the many individual contributions of its faculty and staff. Over 1,200 academically gifted students from grades 4 through 9 take

part in advanced instructional programs offered weekends on campus, while close to 500 musically talented youngsters receive instruction through the Music Preparatory division each year. The School of Conservation, a 240 acre facility in Stokes State Forest, is one of the largest college operated environmental education centers in the world, providing two- to five-day programs for about 10,000 elementary and secondary school students from around the state. The Psychoeducational Center provides special services to children with learning, reading, speech and other disabilities, while the Center for Continuing Education offers a variety of programs including a certificate in international trade in conjunction with the World Trade Institute, English as a Second Language instruction, and career and professional training for industrial and sales workers, managers, hospital and nursing home staff, and nonprofit organizations. The Nicholas Martini Center for Public Policy provides opportunities for faculty to apply their research skills to pressing issues of community concern while the School of Mathematical and Natural Sciences' Faculty Consulting Service matches faculty expertise in mathematical, scientific and technical areas to industrial, educational or community problems. The Management Development Center of the School of Business Administration works with local businesses and agencies to provide opportunities for staff development and the timely discussion of issues related to the business community. The Institute for the Humanities offers workshops and seminars to secondary school faculty and students around the state, and the New Jersey School of the Arts provides additional opportunities throughout the year for gifted high school students to study art, music, dance, theatre and creative writing on campus.

Montclair State remains a vital and forward-looking institution, proud of its heritage and prepared to respond to the challenges and opportunities that lie ahead. As a result of the strength of its faculty and the comprehensiveness of its programs, Montclair expects to remain a major contributor to the cultural and educational life of the region it serves.

## ACCREDITATIONS AND MEMBERSHIPS

Montclair State is accredited by the Middle States Association of Colleges and Schools. The National Council for the Accreditation of Teacher Education has granted accreditation for the Master of Arts in Teaching Program in the Department of Curriculum and Teaching, School of Professional Studies, and the School Principal and Guidance Counselor programs in the Department of Counseling, Human Development and Educational Leadership, School of Professional Studies. Those programs leading to certification are approved by the New Jersey Department of Education using the standards of the National Association of State Directors of Teacher Education and Certification.

Other academic accreditations include the American Dietetic Association, American Home Economics Association (Department of Home Economics, School of Professional Studies), American Speech-Language-Hearing Association (Department of Communication Sciences and Disorders, School of Humanities and Social Sciences), National Association of Schools of Art and Design (Department of Fine Arts, School of Fine and Performing Arts), National Association of Schools of Dance (Department of Broadcasting, Speech Communication, Dance and Theatre, School of Fine and Performing Arts),

National Association of Schools of Music (Department of Music, School of Fine and Performing Arts), National Association of Schools of Theatre (Department of Broadcasting, Speech Communication, Dance and Theatre, School of Fine and Performing Arts), and National Recreation and Park Association (Department of Physical Education, Recreation and Leisure Studies, School of Professional Studies). In addition, the undergraduate minor in Paralegal Studies offered by the Department of Legal Studies, School of Humanities and Social Sciences, has been approved by the American Bar Association; programs offered by the Department of Chemistry and Biochemistry, School of Mathematical and Natural Sciences, have been approved by the American Chemical Society; and the undergraduate program in Music Therapy offered by the Department of Music, School of Fine and Performing Arts, has been approved by the National Association for Music Therapy. Montclair State is a member of the American Assembly of Collegiate Schools of Business, American Association of Colleges for Teacher Education, American Association of State Colleges and Universities, American Council on Education, Association of American Colleges, Association for Gerontology in Higher Education, Council of Graduate Schools in the United States, New Jersey Association of Colleges and Universities, New Jersey Association of Colleges for Teacher Education, North American Association of Summer Sessions, and Northeastern Association of Graduate Schools. Women graduates are accepted for membership in the American Association of University Women.

## ACADEMIC ORGANIZATION

Montclair State is organized into five schools. Graduate programs are offered through the Schools of Business Administration, Fine and Performing Arts, Humanities and Social Sciences, Mathematical and Natural Sciences, and Professional Studies.

Reporting to the Deputy Provost, the Office of Graduate Studies works with the Graduate Council, the academic deans, schools and departments in the development, promotion and review of graduate programs; the recruitment, admission, matriculation and advisement of graduate students; and the administration of programs that enhance the quality of graduate education, including the appointment of 125 Graduate Assistants.

The Graduate Council is the primary all-college body for the development of graduate policy and curriculum advisement. Its decisions and recommendations are made to the Provost. Consistent with policies established by the Board of Trustees, the Graduate Council:

- (1) recommends general graduate admission requirements,
- (2) recommends guidelines for the admission of students to graduate programs,
- (3) recommends guidelines for the admission of faculty to graduate faculty status,
- (4) reviews and makes recommendations about new graduate programs, concentrations or any revisions in graduate programs,
- (5) initiates discussions on and/or reacts to any and all matters affecting graduate faculty, students and programs.

Voting members of the Council include two school deans appointed by the Provost and Vice President for Academic Affairs; two elected faculty from each of the Schools of Business Administration, Fine and Performing Arts, and Mathematical and Natural Sciences; four elected faculty from each of the Schools of Humanities and Social Sciences, and Professional Studies; and one graduate student elected from each school.



# HUMAN RELATIONS STATEMENT ON CAMPUS CLIMATE FOR CIVILITY AND HUMAN DIGNITY

Montclair State recognizes its responsibility to foster an atmosphere of respect, understanding and good will among all individuals and groups, with special sensitivity to those most likely to be subjected to disrespect, abuse and misunderstanding because of their race, ethnicity, religion, gender, sexual preference, age or disabling condition.

The goal is to create an unbiased community where all individuals feel free to express themselves in ways that are appropriate in a multi-ethnic and multicultural society, and to pursue their work and study in an atmosphere which values individuality and diversity.

Underlying this statement is a respect for differences of opinion and freedom of speech. We must be diligent, however, to assure that differences do not degenerate into name-calling or insulting of individuals or groups. Such behavior can be destructive of courtesy and civility and endangers the environment needed for engaging in productive dialogue.

Montclair State condemns any behavior which devalues persons and endangers the learning and work environment. Such acts include, but are not limited to, threats or acts of physical violence, verbal abuse, harassment, and discrimination.

Montclair State encourages the practice of this human relations statement in every aspect of campus life.

# SCHOOL OF BUSINESS ADMINISTRATION

**Dean: Albert D. Rossetti, Ed.D.**

The School of Business Administration is committed to several graduate programs which provide a balance between theoretical and applied approaches to the study of advanced topics. The Master of Business Administration, Master of Arts in Business Education, and Master of Arts in Social Sciences concentration in Economics programs have specific goals and objectives to enable students to build on their background and to assist graduates to advance in their chosen careers.

Departments, programs, and concentrations within the School are:

*Accounting, Law and Taxation*

Business Administration (MBA)

Accounting\*

*Business Education and Office Systems Administration*

Business Education (MA)

Distributive Education\*

*Economics and Finance*

Business Administration (MBA)

Business Economics\*

Finance\*

Social Sciences (MA)

Economics\*

*Management*

Business Administration (MBA)

Management\*

Quantitative Analysis\*

*Marketing*

Business Administration (MBA)

Marketing\*

*\*Area of Concentration*

## MASTER OF BUSINESS ADMINISTRATION

The goal of the Montclair MBA is to prepare management generalists who have the knowledge, techniques and attitudes to analyze complex issues, establish logical goals, evaluate alternatives, form reasoned judgments, and effectively implement chosen options. While the development of analytical capacities is critical, the program's structure emphasizes the development of capacities that are tempered by a concerned awareness of obligations to the greater social environment.

The program stresses the theoretical foundations of management-oriented disciplines, practical applications of research findings, and current managerial practices. This blend of theory and prevalent practice builds a strong foundation for immediate application as well as post-graduate professional growth.

## **MASTER OF ARTS IN BUSINESS EDUCATION**

The Master of Arts program in Business Education prepares teachers for administrative, supervisory, specialized work, and master teaching in the field of business education. In order to attain these objectives, the program design offers considerable flexibility enabling candidates to explore advanced areas of study in accordance with their own background, experience, achievement, and professional aspirations. With careful course selection and planned use of the program's free electives, candidates may qualify for New Jersey certification in Administration and Supervision in Business Education and/or Cooperative Office Education.

## **MASTER OF ARTS IN SOCIAL SCIENCES: CONCENTRATION IN ECONOMICS**

The Master of Arts in Social Sciences: Economics Concentration provides a study of economic theory within a programmatic framework that emphasizes the importance and interdisciplinary nature of the social sciences. Where appropriate, business-oriented applications are developed; however, the primary purpose of the program is to develop a knowledge of economics which enhances the student's understanding of the formulation, evaluation, and implementation of public decision making. Although an undergraduate major in Economics is not a prerequisite, candidates must present an undergraduate record with at least 30 semester hours in the social sciences and/or history. Candidates who do not meet minimum requirements may be required to enroll in certain prerequisite courses which do not provide graduate credit.

# **SCHOOL OF FINE AND PERFORMING ARTS**

**Dean: Geoffrey W. Newman, Ph.D.**

Montclair State is a designated center of excellence for the fine and performing arts. Its School of Fine and Performing Arts offers graduate programs in fine arts, music, speech, theatre, and communications. In addition, the School includes a Music Preparatory Division, which offers instruction to children from age 3 through high school, and the office of Theatrefest, Special Projects and Cultural Programming which presents major dance, music, theatrical, and literary events. The School also coordinates and supports three major art galleries.



The School of Fine and Performing Arts provides professional training and education for students seeking careers in the arts, education, public service, or management. The School presents cultural events and offers courses and experiences in the arts for the enrichment of campus and community life. The resources of the School are taken to the community in the form of theatrical productions, chamber music, dance concerts, lectures, and demonstrations. The School seeks to stimulate public interest and support for the arts and to encourage research, creative work, and experimentation in the arts.

Departments, programs, and concentrations within the School are:

*Broadcasting, Speech Communication, Dance and Theatre*

Speech and Theatre (MA)

Communication Arts\*

Theatre\*

*Fine Arts*

Fine Arts (MA)

Art History\*

Studio\*

*Music*

Music (MA)

Music Education\*

Performance\*

Theory Composition\*

*\*Area of Concentration*

## SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

**Dean: Rachel Fordyce, Ph.D.**

Graduate programs in the School of Humanities and Social Sciences are designed to accomplish four objectives:

- (1) to provide the opportunity for students to acquire advanced knowledge in one of its major areas of instruction;
- (2) to acquaint students with the interrelatedness of the various fields within the Humanities and Social Sciences as well as their relationship to other disciplines;
- (3) to familiarize students with the particular methodologies of his or her field;
- (4) to provide students with the background to do creative and independent work and research during and after their graduate career.

The School of Humanities and Social Sciences comprises a number of disciplines, the boundaries of which are constantly changing and expanding. At the same time, research within the disciplines is becoming more specialized. The necessity for constant study, therefore, presses upon everyone involved in these areas whether he or she works in education, government, industry, or the professions.

The departments within the School of Humanities and Social Sciences provide programs in various fields and offer advanced courses for teachers who wish to enhance their preparedness for specialized secondary school subjects.

All of the programs provide excellent preparation for those wishing to go on for degrees at the doctoral level.

Departments, programs, and concentrations within the School are:

*Anthropology*

Practical Anthropology (BA/MA—Combined Bachelor and Master of Arts in  
Practical Anthropology)  
Social Sciences (MA)  
Anthropology\*

*Communication Sciences and Disorders*

Communication Sciences and Disorders (MA)  
Early Childhood Special Education\*  
Learning Disabilities\*  
Speech-Language Pathology\*

*English*

English and Comparative Literature (MA)

*Environmental, Urban and Geographic Studies*

Environmental Studies (MA)  
Environmental Education\*  
Environmental Health\*  
Environmental Management\*  
Environmental Science\*  
Social Sciences (MA)  
Geography\*  
Urban Studies\*

*French*

French (MA)

*History*

Social Sciences (MA)  
History\*

*Psychology*

Educational Psychology (MA)  
Psychology (MA)  
Clinical Psychology for Spanish-English Bilinguals\*  
Industrial and Organizational Psychology\*  
School Psychology Certification

*Sociology*

Applied Sociology (MA)

Social Sciences (MA)

Sociology\*

*Spanish and Italian*

Spanish (MA)

*\*Area of Concentration*

## SCHOOL OF MATHEMATICAL AND NATURAL SCIENCES

**Dean: Vaughn Vandegrift, Ph.D.**

The School of Mathematical and Natural Sciences is strongly committed to graduate programs which provide a balance between theoretical and applied approaches to the study of advanced topics. Through interaction with dedicated faculty, graduate students have a unique opportunity to learn how mathematics and science are utilized to solve problems. Faculty consult with industry and do research in areas such as animal behavior, applied mathematics, biochemistry, computer science, conducting polymers, environmental engineering, genetic toxicology, immunology, microbiology, molecular biology, and statistics. Interactions with corporations in the insurance, petroleum, and pharmaceutical industries as well as with science, mathematics, and computer science educators and practitioners enrich classes and provide opportunities for the support of graduate students through research assistantships. Students are encouraged to pursue the thesis option as a logical conclusion of the pursuit of knowledge through research. Non-thesis alternatives are available in most programs.

Modern laboratory equipment for research and teaching include Fourier Transform Infrared Spectroscopy, Fourier Transform Nuclear Magnetic Resonance Spectroscopy, Gas Chromatography-Mass Spectroscopy, High Performance Liquid Chromatography, Scanning Electron Microscopy, Transmission Electron Microscopy, and Ultracentrifugation. Since scientific computing has unique requirements, the School is continually enhancing its own local area computer network (SCInet). The network includes student access to UNIX based Sun servers and workstations, DEC VAXEN, IBM mainframes, PCs and Macs and national and international computer networks.

The School offers a total of eleven Master of Science programs to prepare students for careers in industry, government, or education and for future study in Ph.D. or professional programs.



Departments, programs and concentrations within the School are:

*Biology*

Biology (M.S.)

*Chemistry and Biochemistry*

Chemistry (M.S.)

*Mathematics and Computer Science*

Computer Science (M.S.)

Applied Mathematics\*

Applied Statistics\*

Mathematics

Computer Science\* (M.S.)

Mathematics Education\* (M.S.)

Pure and Applied Mathematics\* (M.S.)

Statistics\* (M.S.)

Statistics (M.S.)

*Physics and Geoscience*

Geoscience (M.S.)

*\*Area of Concentration*

## SCHOOL OF PROFESSIONAL STUDIES

**Dean: Nicholas M. Michelli, Ed.D.**

The School of Professional Studies includes eight departments, each of which offers the Master of Arts or Master of Education degree in a variety of fields leading to and strengthening skills needed for professional careers in private industry, government agencies, non-profit organizations, and public and non-public schools. The Master of Education is housed in the department of Curriculum and Teaching. The Master of Education with a concentration in Critical Thinking is housed in the department of Educational Foundations.

The School has responsibility for coordinating the non-degree post-baccalaureate teacher certification program. A Master of Arts in Teaching (M.A.T.) program is also available to those seeking initial certification. The School has a commitment to offering graduate programs to urban school personnel through Project THISTLE, and provides a sequence of courses required for Substance Awareness Coordinator Certification.

Arrangements can be made to offer graduate programs to employees of public schools and other organizations on site. In addition, the New Jersey School of Conservation, one of the largest environmental and outdoor education centers in the world, is part of the School of Professional Studies.

Departments, programs, and concentrations within the School are:

*Counseling, Human Development and Educational Leadership*

Counseling, Human Services and Guidance (MA)

Human Services\*

Administration and Supervision (MA) (Required for Principal Certification)

Educator Trainer (Training Personnel)\*

Certification Programs for: School Administrator (Superintendent), Supervisor, School Business Administrator, School Social Worker, Student Personnel Services (Guidance Counselor)

*Curriculum and Teaching*

Master of Arts in Teaching (MAT)

Teaching Middle School Philosophy\*

Master of Education (MEd)

Post-baccalaureate Certification

*Educational Foundations*

Master of Education (MEd)

Critical Thinking\*

*Health Professions*

Health Education (MA)

*Home Economics*

Home Economics (MA)

Family Life Education\*

Family Relations/Child Development\*

Home Economics Education\*

Home Management/Consumer Economics\*

*Physical Education, Recreation and Leisure Studies*

Physical Education (MA)

Coaching and Sports Administration\*

Exercise Sciences\*

Teaching and Administration of Physical Education\*

*Reading and Educational Media*

Reading (MA)

Certification Programs for: Media Specialist, Reading Specialist

*Technology*

Industrial Technology and Education (MA)

*\*Area of Concentration*

# ACADEMIC FACILITIES

Montclair State is located on a 200-acre campus in Upper Montclair, New Jersey, 14 miles west of New York City. In addition to classrooms and studios, our facilities provide two modern theaters; a recital hall; a theater arts workshop; science and language laboratories; food laboratories; clothing laboratory in Home Economics; auto and power, energy, metals, and plastics laboratories in Technology; human performance laboratory in Panzer School Center and on-campus housing for approximately 2,000 men and women.

A new academic building of 92,948 square feet which will house the School of Humanities and Social Sciences has recently been completed. This building allowed the School of Business Administration to relocate into larger space in Partridge Hall. A new campus security building, a 44,333 square foot library addition and 12,459 square foot additions to the Fine and Performing Arts buildings have also been recently completed.

## COMPUTER CENTER

The Computer Center at Montclair State offers a wide variety of services to the college community. Through the facilities of MSCnet, faculty and students may access local computers or computers at other colleges and universities.

On-campus facilities include several terminal labs where users may access mini and mainframe computers. Currently available for local access are: a DEC VAX 6310, a DEC VAX 8200, a DEC VAX 3500, a DEC microVAX II, and a network of SUN Microsystems' file servers, computer servers and individual workstations. Through a high speed link to the JvNC Regional Research Network, access is also provided to many other national and international computer networks. In addition on-campus facilities include many micro-computer labs, featuring IBM PC's PS/2's, AT's, and XT's, Macintosh SE's and IIfx's, Apple Computers, and NCR/ATT's.

## CURRICULUM RESOURCE CENTER

Located in Chapin Hall, the Curriculum Resource Center houses a collection of educational materials for use by students, teachers, curriculum committees, and others interested in teaching resources. The Center's collection includes: textbooks, curriculum guides from New Jersey and schools across the nation, professional books, audio/video programs, activities and games. Also available for instruction and use in the Center are: computers, software, CD-ROM and laserdisc programs. Evening and weekend hours are available for the convenience of graduate students and teachers. For further information, call (201) 655-5220.

## LABORATORY AND SPECIAL FACILITIES

Well-equipped laboratories support research in the mathematical and natural sciences. The Psychoeducational Center and the Reading Center also provide learning opportunities for graduate students.



# LIBRARY

All students and faculty are encouraged to make full use of the Harry A. Sprague Library and its many services. These services include reference assistance (in person and via telephone), interlibrary loan (borrowing of materials from other libraries), access to non-print media, photocopiers, VAX system terminals, on-line information retrieval, compact disc information retrieval, library tours and bibliographic instruction, study and meeting space, reader/printer machines, public telephones, change machines, and designated quiet study areas.

An informed and helpful staff of librarians and library assistants is ready during all hours of opening to provide support in the use of the collections and services.

In addition to the superior reference, periodical, and circulating book collections, the Library is a selected depository of United States and New Jersey government publications.

The collection of non-print media consisting of periodicals on microfilm, government and reference reports on microfiche, corporation annual reports, backruns of newspapers, filmstrips, spoken word and music on cassette and LP's, an extensive collection of classical and award winning productions on videotape, and a compact disc collection support a variety of scholarly projects.

Each student and faculty member should establish a borrower file by registering with the Library at the Circulation Desk soon after registering at the College and acquiring an I.D. card. All of the aforementioned services and collections are accessible upon presentation of a validated I.D. card. An on-line circulation system accelerates the identification and checking out of library materials.

All Library services are available during scheduled hours of opening. Please inquire by calling a number on the following directory of departments and services:

Director .....	(201) 655-4301/4302
Assistant Director for Technical Services .....	7150
Associate Director for Public Services .....	7334
Acquisitions/Collection Development .....	7151
Bibliographic Instruction .....	7144
Cataloging .....	7077
Circulation .....	7148
Computerized Reference Service .....	7146
Government Documents .....	7145
Interlibrary Loan .....	7143
Non-print Media .....	7153
Periodicals .....	5286
Reference Desk .....	4291, 4297
Library Hours (Answering Machine) .....	4298

## MARINE SCIENCES CONSORTIUM

The facilities of the New Jersey Marine Sciences Consortium, including the field stations at Sandy Hook and Seaville, are available to Montclair State students. The consortium sponsors an extensive summer program of regular and independent study courses in the marine sciences at the graduate level.

## MEDIA CENTER

The Media Center provides access to instructional audiovisual equipment and materials. Graduate students may borrow a large variety of audiovisual equipment or have thermal transparencies made for them in the walk-in service area. As equipment reservations require time to process, advance requests are encouraged. Scheduling delivery and operation of equipment to classrooms requires 2 days advance notice. On request, the staff will demonstrate audiovisual techniques and design and produce custom graphic presentation materials.

## PSYCHOEDUCATIONAL CENTER

The Center has been designed to train graduate students in the areas of special education, learning disabilities, school psychology, and speech-language pathology. It additionally serves the community by offering programs that suit the mutual needs of students and clients. The Center operates an assessment component, Communication Disorders Center, Communication Disorders Demonstration Program, Parent/Infant Program, and Music Therapy Clinic on campus.

## READING AND STUDY SKILLS CENTER

The Reading And Study Skills Center, located in the southwest corner of College Hall, offers assistance to all students in studying from textbooks, developing flexibility of reading rate, and personal reading improvement. Diagnosis of reading and study skills, counseling, and tutoring are also available.

## SPECIAL EDUCATION

The following academic courses of study at Montclair State prepare graduate students to work with individuals who are experiencing difficulty with communication, learning, or life adjustment: Counseling, Human Services and Guidance, Early Childhood Special Education, Learning Disabilities, Physical Education, Recreation and Leisure Studies, Reading, School Psychology, Speech-Language Pathology, and Teacher of the Handicapped. Consult the index to locate details about individual programs.

Students enrolled in these courses of study may receive part of their training on campus at the Psychoeducational Center. The Center operates an assessment component, Communication Disorders Center, Communication Disorders Demonstration Program, Parent/Infant Program, and Music Therapy Clinic on campus.

## TELEVISION CENTER

A well-equipped Television Center is located in Life Hall, Room 117. It takes care of those requests for television equipment and services which are not handled by the Media Center, such as repairs, duplication, satellite taping and viewing. On request, the staff will demonstrate television techniques and do some production. Telephone (201) 655-4341.

## SMOKING REGULATION

Montclair State is subject to NJSA 26:3D-15 through 21 on smoking in public places (Health and Vital Statistics). In compliance with this law, the President released a smoking policy on March 1, 1987, modified as shown below on May 13, 1992 by the College Senate.

In an effort to consider the needs and concerns of nonsmokers and smokers alike, and to comply with state legislation to regulate smoking in education institutions, the smoking or carrying of lighted cigars, cigarettes, pipes, or any matter or substance which contains tobacco is prohibited in all: classrooms, conference rooms, auditoriums, lecture halls, libraries, public eating areas, laboratories, campus-owned vehicles, chartered/rented/leased vehicles, storage rooms, gymnasiums, locker rooms, pool, hallways, stairways, elevators, residence halls.

Smoking is prohibited in all campus rest rooms except where specifically designated as an official smoking area.

Smoking is permitted in private, fully-enclosed rooms (offices and student rooms) of occupants. If the room is jointly occupied, smoking is permitted only by consensus of all individuals occupying the room, if no one objects.

The senior administrator responsible for a building, or a designated user group in the case of shared facilities, will determine appropriate smoking areas within public or general use space in that building.

Appropriate signage will be posted in all public areas indicating where smoking is and is not permitted.

The department head or unit manager is responsible for the administration and enforcement of this policy within her/his area.

Any member of the campus community may ask an individual to comply with the provisions of this regulation or may file a complaint with Campus Police and Security, who may issue a summons. Any individual who fails to comply is subject to a fine as determined by the local court where the summons is filed (typically \$25-\$200).



# ADMISSION AND MATRICULATION

To be admitted to graduate study at Montclair State, an applicant must have a baccalaureate degree from an accredited college or university in the United States or its equivalent from a foreign institution of higher education. An applicant must also have an appropriate academic background for the program or degree desired. To be matriculated in a particular degree program, the applicant must submit all required credentials and receive an admissions decision issued by the Office of Graduate Studies.

Applicants are evaluated on several criteria (e.g., grade point average, test scores, recommendations, interviews, essays and/or standardized portfolios, auditions) to enable the College to identify those students who demonstrate the greatest promise of scholarly achievement and ability to benefit from their proposed program of study.

To be admitted to the Teacher Education Program, applicants must meet separate criteria beyond those required for admission to graduate study. Instructional teaching certification may be gained exclusive of, or in conjunction with a degree program, and a post-certification degree program is also offered. (Please see "Teacher Certification, Post-Baccalaureate, Post Master of Arts Programs" in Index.)

**Applications/Enrolling in Graduate Classes:** Montclair accepts applications at any time of the year and processes them as quickly as possible. However, if matriculation (the development of a detailed scholastic work program) prior to enrollment is important to a student, then the application for graduate admissions should be filed in time for all supporting documents to arrive in the Office of Graduate Studies normally no later than April 1 for the Summer Sessions and the fall semester and November 1 for the spring semester. International applicants must check the General Requirements for more information. The School Psychologist Program has a deadline of January 15 for the following fall semester. If a student's file is not completed in time for the semester for which a student has applied, the student may be granted permission to register in most cases provided that the student shows evidence of proof of a degree. For registration in subsequent semesters, however, all required credentials must be received. For the most up-to-date information about admissions, please consult the current graduate/post baccalaureate application package.

Students who wish to pursue instructional teaching certificates may only register for specific courses designated by the Teacher Certification office prior to gaining formal admission to the Teacher Education Program.

A maximum of six completed credits may be allowed for transfer to degree program prior to attaining matriculated or deferred matriculated status. This six credit total includes all transfer credits and non-degree credits taken at Montclair. A student must meet all course prerequisites. Successful completion of these six semester hours does not guarantee admission into a degree or certification program.

**Obtaining Graduate Applications and Graduate Information:** To obtain applications contact: The Office of Graduate Studies, College Hall 208, (201) 655-5147. The Office is open from 8:30 a.m.- 12 noon and 1-4:30 p.m., Monday through Friday. During fall and spring semester, the Office is open Monday and Thursday evenings until 7:00 p.m.

Whether enrolling as a matriculated or non-matriculated graduate student, it is critical that a student receive advisement prior to registering for courses. For graduate information and/or to be directed to the appropriate advisor check the Directory of Graduate Advisors in the back of this catalog.

## GENERAL REQUIREMENTS

**Transcript:** Two copies of an official transcript must be submitted from each college and university attended.

**Standardized Test Scores:** The Graduate Record Examination (GRE) aptitude test is required of all students applying for admission to a degree program, except: applicants to the MBA program who are required to take the Graduate Management Admission Test (GMAT); applicants to the Counseling area of the Department of Counseling, Human Development and Educational Leadership who are required to take the Miller Analogies Test (MAT) instead; applicants to the Fine Arts Department are required to take the GRE or the Miller Analogies Test. Some departments also require the GRE advanced test in the applicant's proposed field of study and/or the Miller Analogies Test. Students should check the department statement in this catalog for specific requirements.

Students should arrange to have official notification of their test scores sent directly to the Office of Graduate Studies. Since it generally takes about six weeks for test scores to reach the College, students are advised to take the required test as soon as possible after applying for admission. Information regarding the GRE and the GMAT may be obtained from the Educational Testing Service, Princeton, New Jersey 08540, (609) 771-7670 or from the Office of Career Services at Montclair State, (201) 655-5194. For information about the Miller Analogies Test, contact the Office of the Dean of Students at Montclair State, (201) 655-4118.

**Recommendations:** Recommendations from at least two persons who are qualified to evaluate the applicant's promise of academic achievement are required for admission to all degree programs.

**Statement of Objective:** All students applying for admission are asked to provide a statement outlining their goals and purposes in the graduate study they wish to pursue.

**Teaching Certificate:** A copy of an applicant's teaching certificate(s) is required of all students seeking admission to a program leading to advanced certification or certification in an additional field.

**Acceptance Procedure:** Final action on an application cannot be taken until all supporting credentials have been received in the Office of Graduate Studies. However, applicants whose transcripts show conferment of a bachelor's degree will be given permission to register on a non-degree basis for courses in some programs.

Applicants who meet the minimum standards for admission will be advised by letter to arrange a conference with the graduate advisor of the department in which the student wishes to study. The department advisor will evaluate the student's qualifications for acceptance into the program.

**Matriculation:** Students who are accepted into a degree program will be formally matriculated and given an official work program developed in conference with the graduate advisor. The student will receive official notification of matriculation from the Office of Graduate Studies.

**Deferred Matriculation:** Applicants with marginal qualifications or inadequate preparation may, upon recommendation of the department, be admitted to study on a conditional basis (deferred matriculation) with the understanding that eligibility for matriculation will be established in a manner prescribed by the department in which the student wishes to matriculate. Course work and other study undertaken to remedy the deficiency or to demonstrate the ability to do graduate-level work may be in addition to the regular program requirements.

**Non-Degree Students:** Individuals who have a baccalaureate degree and want to enroll in particular courses to satisfy personal interests without reference to matriculation in any degree or certification program may apply for admission as non-degree students. (Note: MBA courses are not available to non-degree students.) Applications for this status do not require the supporting credential specified above for degree programs, except for the transcript showing possession of a bachelor's degree and the statement of objectives.

Admission on a non-degree basis does not imply acceptance in or eligibility for matriculation in any degree program.

**Admission of Veterans:** Veterans seeking admission to a graduate program should apply to the Veterans Administration for a certificate of eligibility and entitlement well in advance of the registration date. These forms may be obtained at the Veterans Office located in College Hall, Room 321.

The Veterans Administration has established certain limitations, particularly with regard to changes in courses. It is therefore important that veterans clearly state their educational objectives on all appropriate forms.

To insure that the application is in order, and that the veteran has fulfilled the requirements of the GI bill, the veteran should report during registration to the Veterans' Counselor.

**International Applicants:** As proficiency in spoken and written English is prerequisite to graduate study at Montclair State, TOEFL (Test of English as a Foreign Language) scores are required for all applicants who have undergraduate degrees from institutions where English is not the native language. TOEFL is administered world-wide by the Educational Testing Service of Princeton, New Jersey. Scores from this test should reach the Office of Graduate Studies no later than the normal deadline.

All international applicants must request a document-by-document evaluation from World Education Services (P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745, USA). A copy of the report should be sent to the Office of Graduate Studies at Montclair State. In addition to providing World Education Services with official transcripts of all previous educational institutions and certified English translations, another set of official transcripts and certified English translations should be sent to the Office of Graduate Studies at Montclair.



**Qualified Seniors:** Montclair State undergraduates with an academic average of at least 2.67, who are within 16 semester hours of graduation, may take up to six semester hours of graduate work at the 500 level, if prior permission is granted.

Qualified undergraduates taking graduate courses for graduate credit must pay appropriate fees and tuition at the graduate student rates. Admission of an undergraduate to courses at the graduate level does not imply future acceptance into a graduate degree program.

**Visiting Students:** Graduate students matriculated at another college should consult the Schedule of Courses booklet for details on how to register for courses.

# ACADEMIC POLICIES AND REGULATIONS

**Course Load:** Nine semester hours constitute a full-time course load. Graduate assistants are required to carry six semester hours for full-time status.

**Course Numbering and Scheduling:** Selected courses numbered from 400 through 499 are senior-graduate courses. They may be taken for graduate credit only with the permission of the graduate advisor in the student's major department and only to the extent approved by regulations governing graduate studies. At this time, no more than 25 percent of the courses for a master's program may be numbered from 400 through 499. Courses numbered below 400 are not acceptable for graduate credit.

Courses numbered 500 and above are open only to graduate students and last-term seniors with prior approval. Courses are scheduled in the late afternoon and evening during the fall and spring semesters. Summer Sessions graduate courses are scheduled in both the day and evening.

**Restrictions for Graduate Credit:** No credit is granted toward the Master of Arts degree for certain 400 level courses which are required for instructional certification.

Courses taken ten or more years prior to the date of the student's matriculation will not be accepted for credit toward the master's degree, except upon recommendation by the major department and approval of the appropriate academic dean.

No more than six semester hours of credit may be allowed for courses completed at Montclair State prior to matriculation for the master's degree, except in specially designated programs.

No graduate credit is allowed for courses taken at other colleges while the student is enrolled at Montclair State unless the student obtains prior approval from the appropriate academic advisor. A form for this purpose is available in the Office of Graduate Studies and should be completed well before the transfer credit is needed.

Credit is not allowed for courses taken on an audit basis.

It is the obligation of each student to ensure that no course undertaken for graduate credit duplicates a course previously taken by that student. Courses may not be taken more than once for credit regardless of any change in the course number or title.

**Transfer Credit:** A student may transfer six semester hours of graduate credit previously earned at an accredited college or university toward a degree program at Montclair State, provided the student obtains approval from the department graduate advisor at the time of admission, and provided that the credits were not previously applied to any degree. This approval must be noted on the student's work program. Grades below B are not accepted for transfer credit, nor are courses below graduate level in the originating institution.

**Time Limit:** Requirements for all master's degrees except the Master of Business Administration must be completed within six years from the date of matriculation unless there is an approved extension. In the case of the MBA, students must complete this program within eight years of the date of matriculation unless there is an approved extension. Written applications for extension will be reviewed and evaluated by the Office of Graduate Studies on the basis of the student's progress toward the degree and in accordance with established graduate policy at the time of application. The Dean of the school involved will be consulted in reaching a decision.

**Grades and Standards:** Effective fall semester 1989 the grading system for graduate courses at the 500 level or above, shall include:

A	=	4.0	C+	=	2.3	IN	Incomplete
A-	=	3.7	C	=	2.0	WD	Withdraw
B+	=	3.3	C-	=	1.7	NC	No Credit
B	=	3.0	F	=	0.0	AU	Audit
B-	=	2.7				RF	Repeated Course

Effective fall semester 1989, the grade "D" was eliminated as a possibility for graduate courses.

The mark "F" signifies: (1) academic failure; (2) failure of the student to submit written notice of withdrawal; or (3) unofficial withdrawal after the mid-point in the semester. The mark "WD" is given to those who submit in writing their intention of withdrawing from a course before the midpoint of a semester.

The grade "IN" is intended to indicate that the student has not completed the course and that a grade is being withheld until the work is performed and approved. Students must enter into a formal contract with the faculty prior to the end of the semester, using the form available in the Office of the Registrar. The "IN" if not replaced with a final grade by May 1st for fall and winter incompletes and December 1st for spring and summer, will become an "F". Exceptions can be granted only upon petition to the appropriate school dean.

A change of grade request from other than an "IN" grade must be processed by faculty and approved no later than the end of the next full semester following the semester in which the grade was earned.

For purposes of determining the grade point average (GPA) for graduation, academic probation and all other situations which require a specific GPA, Montclair State maintains GPA's to three decimal places. No additional rounding will occur.

In order to qualify for the master's degree, a student must have a 3.00 grade point average within the major as well as cumulative grade point average of 3.00 based upon a possible 4.00 system. Students may repeat a grade of "F" with approval of the appropriate graduate advisor and the Office of Graduate Studies.

Any matriculated student whose grades fall below 3.00 cumulative grade point average will be placed on academic probation and will be given one semester, within one year from that date to achieve the required average. Failure to obtain the required average within the prescribed period of time leads to final review which may result in the termination of matriculated status. A student may appeal such action in writing to the Director of Graduate Studies.

An official record of credits and grades earned will be mailed to the student following the close of each semester.



**Audit Policy:** To “audit” a course is to attend class regularly, without the obligation of participating in classroom discussions, laboratory work, examinations, performances, or any class activity other than listening. A course may be audited under the following conditions:

1. Students auditing a course are required to establish eligibility for admission, register, and pay full tuition and fees.
2. A course may be audited on a space-available basis only and requires approval and signature of the department chairperson.
3. Students are required to file an Audit Application with the Office of the Registrar in addition to the registration form.
4. Montclair State’s attendance policy applies to audited courses.
5. Audited courses are considered as part of the student’s regular course load.
6. Audited courses do not carry academic credit.
7. Any student electing the audit option must complete an “Audit Application” and return it to the Office of the Registrar **prior to the end of the third week of classes** for regularly scheduled courses or its equivalent for short term and summer courses.
8. The student’s record will show a grade of “AU” for the course if the instructor certifies that the regulations, including required attendance, have been met.
9. A student who later seeks credit by examination for a course previously audited must be enrolled at Montclair State at the time that the examination is taken and is subject to such fee charges for the examination as the College may establish.
10. A student who has audited a course may take the course at a later date for credit.

**Registration Procedure:** All formally admitted graduate students who were registered at Montclair State during a given semester and all newly admitted graduate students will automatically be eligible to participate in Registration for the immediately following semester. Returning students who are not currently enrolled must contact the Office of the Registrar to request registration material.

Registration procedures, regulations, and deadlines may be obtained from the Office of the Registrar or from the semester’s Schedule of Courses book. Newly admitted students will receive information on registration from the Office of Graduate Studies.

# GRADUATION REQUIREMENTS

**Program of Study:** A minimum of thirty-two semester hours of graduate credit is required in all departments. Additional hours may be required to satisfy prerequisites or special programmatic purposes.

All students with the exception of MBA students must pass a comprehensive examination in their field, either oral or written or both with the approval of the graduate advisor and the Office of Graduate Studies; a thesis may be substituted for all or part of the examination.

Candidates are also required to demonstrate their ability to execute and report on an independent research project or other creative production. This requirement may be satisfied in one of several ways: (1) a project report written in connection with a required departmental seminar, (2) a master's thesis or (3) the production of a creative project in the fine and performing arts or humanities. The option selected must have departmental approval.

A department may accept the master's thesis as equivalent to a required seminar and/or in lieu of all or part of the comprehensive examination.

**Thesis:** Those interested in writing a thesis must obtain the MSC Thesis Guidelines from the Office of Graduate Studies or their major department, and consult the graduate advisor before beginning any part of the process. Students are responsible for following these guidelines in selecting an advisor and a topic, registering, completing, and typing the thesis, defending, and applying for graduation. Form A - Approval for Writing a Master's Thesis must be signed by all parties concerned and the appropriate section turned in at the initial registration for thesis. THERE WILL BE NO REGISTRATION FOR THESIS OR THESIS EXTENSION WITHOUT WRITTEN PERMISSION.

**Comprehensive Examination:** The comprehensive examination is open only to matriculated students and is usually administered once in October and once in March. Students should check with their departmental graduate advisor to determine the date and time of the examination.

It is the student's responsibility to file the Notification for Comprehensive Examination form with the appropriate department at the beginning of the semester the examination is to take place. The form is available in the Office of Graduate Studies or departmental offices.

Students who fail the departmental comprehensive examination are allowed to retake it twice but must reapply each time as described above.

Effective October 15, 1985, the New Jersey State Board of Education requires candidates for *instructional* certificates to take sections of the National Teacher Examination or, in some cases, the Graduate Record Examination, and achieve a minimum score prior to certification. Information regarding *which* tests to register for and how to register is available in the Office of Teacher Education, 003 Chapin Hall.

**Application for Final Degree/Certification Audit:** Students are required to complete the curriculum prescribed in the College catalog in effect, or as subsequently modified, when they matriculate. Graduate students are required to maintain a cumulative grade point average of 3.00 based upon a possible 4.00 system. Graduate students are also required to maintain a cumulative grade point average of 3.00 in the major if required by the department. Inquiries pertaining to an individual's program of studies should be referred to the appropriate academic or faculty advisor. It is the student's responsibility to meet all graduation requirements.

Degree candidates are required to file an Application for Final Degree/Certification Audit with the Office of the Registrar prior to the intended graduation date. All degree requirements must be completed by the respective graduation dates.

**Application for Final Degree/Certification Audit filing deadlines for master's degree candidates are October 1 for graduation the following May, March 1 for graduation the following August, and June 1 for graduation the following January.**

Prior to registration for the final semester, the student will be mailed a copy of the final audit listing requirements that must be completed in order to meet the intended date of graduation. Students should confirm receipt of their Application for Final Degree/Certification Audit by the Office of the Registrar by consulting the list posted outside the office during the month immediately following the filing deadline.

**Master's degree candidates who have been evaluated for New Jersey teaching certification endorsement are required to also file an Application for Certification and pay the required fees by check or money order to Montclair State College in the Office of the Registrar during the period of March 15-April 15 for May graduation, July 1-August 1 for August graduation, and October 15-November 15 for January graduation. The fee is \$40.00 or \$50.00 for each endorsement, depending upon the specific certificate.**

Effective October 15, 1985, The New Jersey State Board of Education required candidates for instructional certificates to take sections of the National Teacher Examination and achieve a minimum score prior to certification. Information regarding which test to register for and how to register is available in the Office of the Director of Teacher Education.

**Approved Educational Certification Programs:** Students who have been admitted to an approved certification program at the College and are seeking New Jersey Instructional, Educational Services, or Administrative certificates are required to file an Application for Final Degree/Certification Audit and an Application for Certification with the Office of the Registrar.



**Application for Final Degree/Certification Audit filing deadlines for students who have been admitted to an approved certification program are October 1 for certification the following May, March 1 for certification the following August, and June 1 for certification the following January.**

Prior to registration for the final semester, the student will be mailed a copy of the final audit listing requirements that must be completed in order to meet the intended date of certification. Students should confirm receipt of their Application for Final Degree/Certification Audit by the Office of the Registrar by consulting the list posted outside the office during the month immediately following the filing deadline.

**Students who have been admitted to an approved certification program and have been evaluated are required to file an Application for Certification and pay the required fees by check or money order to Montclair State College in the Office of the Registrar during March 15-April 15 for May certification, July 1-August 1 for August certification, and October 15-November 15 for January certification. The fee is \$40.00 or \$50.00 for each endorsement, depending upon the specific certificate.**

Effective October 15, 1985, the New Jersey State Board of Education required candidates for instructional certificates to take sections of the National Teacher Examination or, in some cases, the Graduate Record Examination, and achieve a minimum score prior to certification. Information regarding which tests to register for and how to register is available in the Office of the Director of Teacher Education.

Students seeking certification through professional associations (e.g. American Dietetic Association, National Association of Music Therapy, Inc.) should apply to the appropriate association.

**Commencement and Diploma:** Commencement exercises are held in the spring semester of each year. Students who meet the scholastic requirements for their degrees and who have fulfilled all other obligations to the College will be graduated in August or in January. The Office of the Registrar will notify students when diplomas will be available.

# TUITION AND FEES\*

All students who have a bachelor's degree are assessed graduate tuition and fees regardless of the level of the course. Montclair State undergraduates with permission to begin graduate study pay graduate tuition for courses at the 400 level or above when they designate these courses for graduate credit.

## Tuition (per semester hour of credit)

New Jersey Resident** .....	\$142.80
Non-Resident of New Jersey .....	\$180.00

## Fees

Student Union Building (per semester hour of credit) .....	\$ 8.50
General Service (per semester hour of credit) .....	\$ 4.00
Late Registration Processing, for all students who register after the regular registration period (non-refundable fee) .....	\$ 50.00
Late Payment, for any student who fails to make payment by the due date of the bill (non-refundable fee) .....	\$ 50.00

\* Tuition and fees are subject to change without prior notice by action of the Montclair State College Board of Trustees

\*\* In order to qualify for the in-state tuition rate, the student, parent(s), or guardian(s) upon whom the student is financially dependent must be a bonafide domicile within the State for a continuous period of one year immediately prior thereto. (N.J.S.A. 18:62) All international students are considered as non-residents for tuition purposes, regardless of where they reside while attending Montclair State. Any questions concerning the residency status should be directed to the Business Office.

## Parking (decals purchased for the fall or spring semester are valid through the summer)

Automobiles and trucks (first vehicle registered) .....	\$25.00
(alternate vehicle registered) .....	\$12.00
Motorcycles (first motorcycle registered) .....	\$12.00
(alternate motorcycle registered) .....	\$ 6.00
Automobile and motorcycle (total) .....	\$31.00

**Application for Admission (non-refundable fee) .....** \$35.00

## Application for Certification (non-refundable fee)

Per each New Jersey Administrative, Educational Services or Instructional Certificate  
(depending upon the specific certificate) ..... \$40.00 or \$50.00

## Transcripts (non-refundable fee)

Per copy (both undergraduate and graduate records for the same student are  
considered one copy) ..... \$ 3.00

**Payment**

Payment to Montclair State Colege may be in the form of cash (if paying in person at the Business Office), money order, personal or certified check, or by credit card ( Mastercard or VISA, \$50 is the minimum amount that may be charged).

Checks and money orders are payable to Montclair State College.

**Refund and Withdrawal**

In accordance with the New Jersey State Board of Higher Education policy dated July 16, 1976, the following uniform schedule of refunds for tuition and service charges is effective in all New Jersey State Colleges:

	Percent Refunded
Course discontinued by college authorities .....	100
Official student withdrawal during the first week of classes .....	100
Official student withdrawal after first week but during first third of course .....	50
Official student withdrawal after first third of course .....	NONE
No withdrawals are accepted after the midpoint of the course.	

Refunds for courses that are scheduled other than the full semester are prorated in accordance with the above stipulations. Withdrawal and refund dates are published in the Schedule of Courses each semester. In computing refunds, the date of withdrawal is the date on which the Office of the Registrar receives a written notice from the student, or the date of the U.S. postmark for those received through the U.S. Mail.



# FINANCIAL AID

Several kinds of financial aid are available to graduate students who meet all admission requirements. Some of these sources provide an opportunity for desirable professional experience as well. Conditions for assistantships, loans and other financial aid are subject to change.

**Graduate Assistantships:** Graduate Assistants are expected to contribute an average of 15 hours per week during a 10-month academic year covering September 1 to June 30. They may be given teaching assignments or other duties which are directly associated with their department's educational responsibilities.

A stipend of \$3,000 plus waiver of all College-wide fees and tuition for all graduate level courses required to complete individual degree programs are included as part of the assistantship. During the academic year following the assistantship, tuition waiver and College-wide fee waiver are also included for the number of semesters equal to the number of semesters served as a Graduate Assistant. Graduate Assistants are defined as full-time students if registered for at least 6 semester hours. The Registrar is authorized to certify this full-time status. Therefore, Graduate Assistants may not register for more than 12 semester hours per semester without written approval of the appropriate academic dean. For an application, contact the Office of Graduate Studies. Deadline for application is the end of March for the next academic year.

Graduate Assistants must be either matriculated or eligible for matriculation into a graduate degree program at Montclair State prior to their appointment.

**Resident Assistantships:** Opportunities are available for graduate students to work as Residence Hall Directors (graduate interns). These graduate interns serve as directors for small residence halls for undergraduate students from June 15 to June 15 of the following year.

There is a monetary stipend plus room and board for the year and a tuition waiver.

Applications are available in March when there is a vacancy. If any further information is required, you should contact the Office of Residence Life, fourth floor, Bohn Hall, and speak with the Associate Director.

We encourage graduate applicants who are accepted at Montclair State in the fields of counseling, psychology, or communication, and with any prior experience as an undergraduate within Residence Life or student activities, to participate in our Residence Life Program.

The graduate assistants, as well as the full time residence hall director, play an important role in the administration of our residence hall program.

\* \* \* \* \*

**The following programs are administered by the Office of Financial Aid. All inquiries should be directed to (201) 655-4461.**

**Federal Stafford Loan Programs:** Loans may be made by participating banks or savings and loan institutions and are guaranteed by the New Jersey Higher Education Assistance Authority. A list of participating lenders may be obtained from the Authority. As of October 1, 1993 the maximum amount of such loans is limited to \$8,500 annually for graduate students. There is no interest charged while attending Montclair State, but it is charged beginning six months after termination of attendance. Students must demonstrate financial need.

**Federal Unsubsidized Stafford Loans:** These loans are available to students who do not meet the eligibility criteria for the Federal interest subsidy. The student will be charged the interest on these loans while in attendance. Principal is deferred.

**Federal Supplemental (SLS) Program for students:** Students may borrow the remainder of the COST OF EDUCATION in this Loan Program. The lender is required to review students' credit history. Interest accrues while student is in attendance.

**New Jersey College Loans to Assist State Students (NJCLASS):** NJCLASS is a loan program administered by the New Jersey Higher Education Assistance Authority (NJHEAA) which also acts as lender. Students may borrow the remainder of the COST OF EDUCATION in this Loan Program. Annual adjusted gross income, credit history and state residency are considered for eligibility. A co-signer may be required. Interest accrues while student is in attendance.

**Federal Work-Study:** Graduate students as well as undergraduates may apply for part-time jobs in the College at an hourly rate under the Federal Work-Study program. Students must demonstrate financial need.

**Educational Opportunity Fund Grants (EOF):** Residents of New Jersey who received undergraduate EOF grants, or who were qualified for EOF but did not attend undergraduate colleges with EOF programs, may apply for EOF grants. Those interested should contact the EOF Office at (201) 655-4384.

**Eligibility:** Students must meet all eligibility criteria for Financial Aid funds. Financial aid recipients must maintain at least half time (5 credits per semester) status. In addition, applicants must be accepted into an eligible institutional program for Title IV Loans on a program specific basis. The chart below provides information about this regulation.  
*Note: Regulations regarding student eligibility are subject to change without notice.*

**Enrollment Status:**

Who May Borrow?	How Much Can I Borrow?
<ul style="list-style-type: none"> <li>• Matriculated MA, MAT, MBA, MEDand MS students.</li> <li>• Deferred matriculated students can borrow for one academic year.</li> </ul>	<p>Federal Stafford Loan Program - up to \$8500 per year (subsidized and unsubsidized combined) as of October 1, 1993</p> <p>Federal Supplemental Loan for Students (SLS) Program - independent students may borrow up to \$10,000 per year</p> <p>NJCLASS Loan - any student may borrow up to \$7000 per year; co-signer may be required</p>
<ul style="list-style-type: none"> <li>• Instructional Teacher Certification Students</li> </ul>	<p>Federal Stafford Loan - up to \$5500 per year (subsidized and unsubsidized combined)</p> <p>Federal Supplemental Loan for Students (SLS) Program - independent students may borrow up to \$10,000 per year</p> <p>NJCLASS Loan - any student may borrow up to \$7000 per year; co-signer may be required</p>
<ul style="list-style-type: none"> <li>• Graduate Students in all other Certificate programs</li> </ul>	<p>NJCLASS Loan - any student may borrow up to \$7000 per year; co-signer may be required</p>
Non-degree students	Not eligible for any financial aid

**Satisfactory Academic Progress:** All graduate students who receive financial aid administered by the Financial Aid Office must maintain “satisfactory academic progress” as defined by the College.

**The FAFSA (Free Application for Federal Student Aid) form** is used to determine eligibility for all Student Loans and the Federal Work-Study Program. The FAFSA is available from the Financial Aid Office. Applicants must also file the **Institutional Application for Graduate Student Financial Aid.**

**International Students (Non-Resident Tuition Waiver):** A remission of non-residential tuition may be made to active students from other countries who demonstrate financial need. Those interested should apply by November 1 for the following spring semester and by May 15 for the following fall semester. For further information and/or applications please contact the International Student Advisor at (201) 655-4253.



**Part-Time Employment:** Career Services, located in the Student Center Annex, 104, (201) 655-5194, lists thousands of part-time, summer, and temporary positions each year. Graduate students may check current listings daily between 8:30 a.m. and 4:30 p.m., Monday through Friday and on Thursdays until 8:00 p.m. during the semester. In addition, they can confer with a career counselor, attend seminars on job hunting, and register with the office's computerized job matching system to receive notices in the mail.

## **Scholarships:**

### **English**

#### **MARY BONDON SCHOLARSHIP AWARD**

*Amount:* \$1,000

*Criteria:* *Qualified MSC English Department graduate student pursuing a career in the teaching profession in area of English Literature.*

*Contact:* *Chairperson, English Department, or English Graduate Program Coordinator*

#### **LAWRENCE H. CONRAD MEMORIAL SCHOLARSHIP**

*Amount:* *Varies*

*Criteria:* *MSC graduate, pursuing graduate degree in American Literature or Creative Writing at the College. Selection based on value of thesis proposal and financial need.*

*Contact:* *Chairperson, English Department*

### **Graduate Studies**

#### **SIMONE PICARD ASSISTANCE FUND**

*Amount:* *Varies*

*Criteria:* *Student enrolled in a master's degree or other post-baccalaureate program at Montclair State. Preference will be given to applicants preparing for careers in teaching or related educational areas. Under circumstances deemed exceptional by the Committee, partial assistance may be granted to baccalaureate degree students who have completed at least 60 semester hours of work of which 24 semester hours had been completed at Montclair State.*

*Contact:* *Dr. Warren Heiss, Communication Sciences and Disorders Department*

### **Mathematics and Computer Science**

#### **MAX A. SOBEL FELLOWSHIP**

*Amount:* *Amount and frequency vary.*

*Criteria:* *Graduate student in mathematics education; nominated by mathematics education faculty.*

*Contact:* *Chairperson, Mathematics and Computer Science Department*

### **WESTERDAHL SCHOLARSHIP**

- Amount:* Tuition Waivers (maximum of 4 courses) Book/Equipment/Travel Awards (maximum of 4 courses)
- Criteria:* Awards are for graduate education in mathematics and/or computer science.
- Contact:* Graduate Advisor, Mathematics and Computer Science Department

### **Merit Scholarships**

#### **THE PHYLLIS LEBOFF ENDOWMENT FUND IN HONOR OF HER HUSBAND, GERALD A. LEBOFF**

- Amount:* Varies
- Criteria:* Talented and gifted undergraduate and graduate students.
- Contact:* Office of Development

For a complete list of scholarships available to graduate and undergraduate students, consult the current undergraduate catalog, available in the Office of Admissions.

**Veterans Benefits:** The Financial Aid Office provides information and advice to students regarding federal and State Veterans' benefit programs. All United States veterans who enroll at the College should contact the office as early as possible in their academic program. All veterans should submit a copy of their discharge papers (DD214) to the Financial Aid Office. Benefits are not available for audited courses. Any change in student status must be reported to the Financial Aid Office in writing.

All U.S. veterans who completed a minimum of six months active duty are eligible to receive three elective credits, one of which fulfills the one semester physical education requirement. Applications to receive these credits are available from the Financial Aid Office.

For further information contact the Financial Aid Office, C-321, College Hall; telephone (201) 655 4461.

# STUDENT SERVICES

**Alumni Association:** The Montclair State College Alumni Association is a non-profit organization that has served the graduates of the College since 1910. All graduates of Montclair State, Panzer College, and their earlier embodiments are members of the Association.

The Alumni Association, in cooperation with the Office of Alumni Relations, has the primary responsibility to initiate, encourage, and coordinate solicitations of graduates of Montclair State. The Association's annual solicitation program includes phonathons and direct mail. Unless otherwise designated, all gifts are credited to the Alumni Annual Fund, and are used to sponsor a number of programs each year including Faculty Research Grants, Outstanding Graduate Student Awards, Undergraduate Scholarships, Student Project Grants, Homecoming, on- and off-campus reunions, the Presidential Lecture Series, and travel programs, conferences, seminars, and other noteworthy projects.

The Alumni Association is governed by an elected Executive Board, working in concert with Montclair State's Office of Alumni Relations, consisting of a full-time director, assistant director and secretary, and a part-time bookkeeper, and records clerk. The Office of Alumni Relations has the primary responsibility for developing and maintaining the liaison between the College and the Alumni Association, and functions as part of the Division of Institutional Advancement.

The Alumni Relations offices are located on the second floor of the Alumni House at 34 Normal Avenue, across from Sprague Field. Telephone: (201) 655-4141.

**Bookstore:** Located on the ground floor of the Student Center Annex, the Bookstore sells textbooks, paperbacks, greeting cards, clothing, office supplies, and other items. Hours change each semester but are posted at the front door.

**Career Services:** This office provides career planning and job hunting information to students who are uncertain about their career goals as well as those who have particular goals in mind. Graduate students are welcome to take advantage of all services including individualized counseling by appointment, seminars related to the job hunt, an extensive career library, and listings of full-time and part-time jobs as well as internships.

Especially useful services include full-time and part-time computerized job matching programs and an "Alumni Network" comprised of Montclair State graduates in various career fields who are willing to share career information.

The office is located in the Student Center Annex, Room 104, and is open Monday through Friday from 8:30 a.m.-4:30 p.m. and Thursday evenings until 8 p.m. during the semester. Appointments are not needed to use the career library, attend seminars, or look at the job listings. Appointments with counseling staff may be made by calling (201) 655-5194. Come into the office and see what's available.



**Child Care Center:** The Child Care Center has been designed to be an exciting, inviting place where children can explore a wide variety of materials and activities. The Center provides a developmental program for children ages 6 months to 6 years. The Center may be used by MSC students, faculty and staff for their children.

The Center is located in Stone Hall and the hours are 7:30 a.m. to 6 p.m. Arrangements can be made to provide child care until 8 p.m., if the need exists.

For further information and fees, please contact Janey DeLuca, Director, at (201) 655-7586.

**Counseling:** Psychological Services Center is available for students seeking professional assistance for personal problems. Consultations, limited treatment, and referrals to community agencies or independent practitioners are made as appropriate.

Students may also participate in other aspects of the Center's program such as developmental groups and computer-assisted personal development programs. The office is open from 8 a.m. until 4 p.m. with additional hours by special arrangement. The office is located in Gilbreth House, (201) 655-5211.

**Cultural Opportunities:** A number of significant series of cultural events adds to the pleasantness and interest of life on the campus. The Department of Broadcasting, Speech Communication, Dance and Theatre presents several plays each semester, and, in the spring, a major student dance concert. The Department of Fine Arts and the division of galleries together operate exhibit spaces that are generally changed monthly. Distinguished artists visit the campus to talk about their work at the Art Department's Art Forum which takes place on most Thursday afternoons during the semester. The Music Department offers an extensive series of faculty and student concerts and recitals. The Office of Cultural Programming brings to the campus distinguished performers such as Emelyn Williams, Alwin Nikolais and Shapiro and Smith.

During the summer, TheatreFest, the college's professional season stock company, offers a series of shows, each running one week with renowned stars.

**Dining:** Graduate students may choose a 19, 14, 9, or 5 meals per week dining plan. Each plan may be used in conjunction with a "Free Flow Plus" account which is the campus debit card. The card is available for use in all authorized dining locations in the Student Center and in Blanton and Freeman Dining Halls from 7 a.m.-10 p.m. (hours vary by location). For information, please contact the Office of Residence Life, Bohn Hall, (201) 655-5188, Monday through Friday, 8:30 a.m.-4:30 p.m.

**Further Graduate Study:** Students interested in attending a university for study toward a doctoral degree may find information in Career Services (Student Center Annex, 104). Departmental advisors should be contacted for information related to their specific discipline.

**Health Services:** A registered nurse is on duty 24 hours a day from 8 a.m. Monday until 4:30 p.m. on Saturday, in the College Health Center located in Blanton Hall. The door is locked after 10 p.m., and students must call (201) 655-4361 before coming between 10 p.m. and 7 a.m. The doctor is available during office hours Monday through Friday.

**I.D.:** Students, faculty and staff are required to have a College-issued Photo Identification Card. This card must be shown to borrow books or copies of tapes from the Library; to use a book on Library reserve; to use the field house; and to participate in various activities sponsored by the Student Government Association and Montclair State.

All students holding photo I-cards will receive validation labels in College Hall, Room 204 or 216 at the start of each semester. All new students must have their photo taken at the I-card office, Bohn Hall, Lobby Level. Office hours are Monday through Friday, 8:30 a.m.-4:30 p.m. Please bring your paid receipt or a copy of your class schedule when applying for the I-card. For hours and further information, please call (201) 655-4147.

**Insurance:** Medical insurance is available to all students at low cost, whether full- or part-time. If needed or desired, arrangements can be made through the College Health Center, (201) 655-4361.

**Older Adult Tuition Waiver Program:** New Jersey residents 65 years of age or older are eligible to take courses on a space available, tuition-waiver basis. To apply contact the Office of Intra-Collegiate Academic Programs, College Hall, Room C306, (201) 655-4431.

**Parking:** The College maintains several parking lots for use by students. These are designated on all campus maps. Montclair State assumes no responsibility for cars or their contents while parked on College property. Parking decals are required of everyone and are available in the Business Services Office in College Hall. Decals must be displayed on all cars parked on campus. Shuttle buses are available to take people to and from parking lots and classroom buildings.

Students who fail to obey parking rules may receive either a municipal or College summons and their cars may be towed.

**Residence Halls Facilities:** The Office of Residence Life provides housing for graduate students in the Clove Road Apartment complex. In addition, the Office also maintains an off-campus listing of private homeowners and landlords who wish to rent rooms, apartments or houses to students. Information on available units is posted on the bulletin board located in Bohn Hall, adjacent to the classrooms. The Office of Residence Life (Room 411 Bohn Hall) is open on weekdays from 8:30 a.m. to noon and 1-4:30 p.m., closed on holidays and weekends, and may be reached at (201) 655-5188.

**Security and Safety:** Assistance is provided by the Campus Police and Security Department in several ways: protection, investigation, service, information, and advice.

Campus Police will respond to all criminal activity, investigate all motor vehicle accidents, other incidents, and enforce all applicable laws and College regulations. Students are encouraged to report any incidents of a suspicious nature.

Some of the services offered to students by the Campus Police and Security Department are: services to motorists (keys locked in car, stalled or disabled vehicle), temporary parking permits (emergencies, temporary use or replacement vehicle, guests on campus, temporary overnight or disabled parking), and information on rape awareness, substance abuse, and crime prevention.

In case of fire or a life threatening emergency, dial extension 4111 on the campus line. For other assistance, dial extension 5222. Emergency call boxes are located on light posts throughout the parking areas as well as buildings around campus. These phones provide a direct line to the police dispatcher.

**Student Center and Dining Facilities:** The Student Center contains the College Store (books, supplies, clothing, gifts, etc.), Convenience Store, Information Desk, gameroom, Flea Market, and dining facilities.

There are a variety of dining options in the Student Center: the cafeteria, waitress service dining room, Rathskeller/pizzeria, Convenience Store, and vending machines which provide snacks and cold beverages. There is also a satellite operation in College Hall, the Snack Bar.

The Student Center is open when classes are in session throughout the academic year. During examination time and over holidays, modified hours will be posted.

For further information, call (201) 655-7548 or 4411.

**Transcripts:** To obtain a transcript, students must complete a transcript request form, available through the Office of the Registrar. A fee of \$3.00 per copy (both undergraduate and graduate records for same student are considered one copy) is payable in advance to Montclair State. Please allow 10 working days for processing of all transcript requests. Additional time should be allowed for transcripts processed at the conclusion of each College session.

Transcripts will not be released for students who have an obligation (i.e., financial, library, parking, loan, etc.) to Montclair State.

**Women's Center:** The Women's Center is located in the Student Center, Rooms 420-422, telephone (201) 655-5114. The Women's Center aids in the education of women and men with respect to their changing roles, rights and responsibilities in today's world. Different programs/workshops and weekly noon discussion/support groups are offered each semester. A reference library and a referral service are available to Montclair State and the nearby community on a continual basis.



# ANTHROPOLOGY

*Chairperson: Dr. Kenneth Brook*

*Program Coordinator: Dr. Kenneth Brook*

## COMBINED BACHELOR AND MASTER OF ARTS IN PRACTICAL ANTHROPOLOGY

### THE PROGRAM

The five-year combined undergraduate and graduate program in practical anthropology culminating with the MA degree provides an integrated and challenging approach to undergraduate and graduate education in anthropology. Its primary objective is to provide students with the knowledge, skills and experience required to pursue careers in applied anthropology in non-academic settings. Its emphasis is on practice and the utilization of anthropological knowledge as well as adherence to the discipline's four-field approach and culture area perspective. Recognizing new occupational opportunities for practicing anthropologists, the program has been commended for the balance it achieves between academic integrity and practical concerns.

### CAREER OPPORTUNITIES

- Museum curatorial work, contract archaeology;
- Historical preservation and reconstruction;
- Government and private planning and research agencies;
- International relations organizations;
- Public interest organizations, community planning;
- Medical and mental health programs;
- Helping professions;
- Market research, consumer affairs

### PROGRAM OBJECTIVES

- To familiarize students with anthropology's holistic and unifying perspective by introducing them to the integrative nature and practical applications of data from the discipline's four major subfields.
- To foster the development of cultural sensitivity through course work which addresses basic uniformities in human concerns and generates understanding of diverse cultural responses to them.
- To introduce students to the applications of anthropological theory and insights in contemporary affairs, and to the variety of contexts within which practicing anthropologists function.
- To instruct students in the qualitative and quantitative methodologies used by practicing anthropologists.

- To provide specialized preparation for students in needs and impact assessment, program evaluation, policy development, communication and mediation, cultural resource management.
- To provide actual field experience in the practice of anthropology by placing students in regional public and private agencies, where under faculty guidance and agency supervision, they assume responsibility for completing a significant project.
- To educate students about career opportunities in applied anthropology and the best strategies to be used in marketing their skills and experience.

## PROGRAM OVERVIEW

In combination, undergraduate and graduate course work in anthropology includes the following areas: basic core courses; practical anthropology; methods in anthropological research and practice; urban anthropology; culture change; quantitative methodology; computer applications; non-Western cultures; and topical courses related to the student's career interests. Apprenticeship and treatise requirements are fulfilled in cooperation with faculty advisors.

## ADMISSION TO THE PROGRAM

The needs of graduate applicants are reviewed on an individual basis to insure that prerequisites for successful completion of the program are satisfied. In the process, every effort is made to minimize the number of undergraduate courses required of entering new students. During the final year of the program, each student conducts an apprenticeship in an actual work setting under the supervision of a professional anthropologist. To be awarded the MA in Practical Anthropology, students must achieve a minimum 3.0 average, pass a comprehensive departmental examination, and complete a treatise based upon the apprenticeship experience. Students interested in this innovative and comprehensive program are advised to contact the department chair or program coordinator for further information.

## ANTHROPOLOGY

### Course Descriptions

### Semester Hours

#### **PRAN 420 PRE-APPRENTICESHIP IN ANTHROPOLOGY**

**3**

Students design their apprenticeship in Anthropology by completing the following tasks in cooperation with the program's director: identification of potential organizations for internship placement; initial agency visitations; selection of internship setting; and identification of a practical research problem. Prior to preparing an apprenticeship contract, each student is required to review related literature, produce a statement of objectives, and formulate a preliminary plan for conducting the project.

*Prerequisite: ANTH 321.*

**PRAN 520 APPRENTICESHIP IN ANTHROPOLOGY 6**

As an outgrowth of their pre-apprenticeship experiences, students are required to implement their practical anthropological fieldwork projects. Under faculty guidance and agency supervision, students are to complete the following tasks: the development of the project design, the subsequent collection and analysis of data and the writing of a preliminary agency report. These experiences afford students opportunities to both test their acquired knowledge and to gain disciplined practice in their profession.

*Prerequisite: PRAN 420.*

**PRAN 531 REGIONAL STUDIES IN PRACTICAL ANTHROPOLOGY 3**

This course uses anthropological approaches to primary and secondary data sources and participatory methodologies in exploring contemporary issues in the New York-New Jersey metropolitan area. Focal issues will vary from semester to semester.

**PRAN 620 POST-APPRENTICESHIP IN PRACTICAL ANTHROPOLOGY 4**

The preparation and approval of a formal and systematically written monograph, based on an applied anthropology apprenticeship conducted in an agency or other appropriate setting.

**ANTH 530 ANTHROPOLOGY OF INSTITUTIONAL LIFE 3**

An analysis of the relationship between culture, society, personality and institutional life. Emphasis is placed on the relationship between formal organizations and public interests.

**ANTH 536 CULTURAL DIVERSITY 3**

Descriptive, historical and theoretical anthropological works provide the basis for studying likenesses and differences among folk and urban cultures, their historic development, and interrelationships between differing aspects of culture.

**ANTH 537 RESPONDING TO CULTURE CHANGE 3**

Emphasis on the dynamics of cultural preservation, transmission, and change. Factors and conditions which retard and/or stimulate culture change are considered in transcultural perspective. A unit of study is devoted to the psycho-cultural consequences of rapid change.

**ANTH 538 ETHNOPSCHOLOGY 3**

This is an interdisciplinary course on convergencies of theoretical and methodological concepts from anthropology and psychology. There is a cross-cultural focus on the relationship of culture to personality, cognition, stress, mental disorders, and aging. Cross-listed with PSYC 538.

*Prerequisite: Undergraduate work in psychology or anthropology.*

**ANTH 542 CONTRACT ARCHAEOLOGY 3**

The course provides a comprehensive knowledge of cultural resource surveys. Included is the study of the Federal and State legislation governing contract archaeology. Other topics include: ethics, reading engineering plans, interviewing local informants, conducting documentary research and discussing various subsurface testing strategies. To gain practical experience, the student is required to prepare a cultural resource survey.

*Prerequisite: ANTH 205 or instructor's permission.*



**ANTH 543 APPLIED MEDICAL ANTHROPOLOGY 3**

This course surveys selected theoretical and practical problems encountered by applied medical anthropologists in the cross-cultural identification of disease and delivery of health care services. Special emphasis is placed on the role of applied medical anthropologists in local and international health care institutions and programs. The course includes consideration of ethical problems encountered by anthropological practitioners.

*Prerequisite: ANTH 413 or instructor's permission.*

**ANTH 544 DEVELOPMENT ANTHROPOLOGY 3**

A critical review of theories of development with emphasis on anthropological contributions to development debates. Selected case study examination of the role of anthropologists in formulating, executing, and evaluating development programs and projects.

**ANTH 545 ANTHROPOLOGY AND  
INTERNATIONAL COMMUNICATION 3**

This course provides students with the knowledge of how to apply anthropological concepts to the practical world of international business, diplomacy and service. It focuses on the integration of verbal and non-verbal communication, as well as on cultural and personal values in the context of differences (rather than similarities) between members of different countries/cultures. Emphasis is placed on educating students on how to interact and communicate in new cultural and/or international settings.

**ANTH 601 INDEPENDENT ANTHROPOLOGICAL RESEARCH 3**

Under faculty guidance, the student works independently throughout the academic year on a delimited problem in anthropology. Course includes presentation of proposal, execution and write-up of research, and oral defense of findings.

*Prerequisites: Permission of the graduate advisor and instructor.*

**ANTH 603 READING SEMINAR IN ANTHROPOLOGY 2**

Required of all M.A. candidates concentrating in anthropology. Directed independent study in preparation for 3 hour comprehensive examination.

# BIOLOGY

*Department Chairperson: Dr. Bonnie K. Lustigman*

*Graduate Advisor: Dr. Larry Cribben*

The graduate programs in the Biology Department are designed to enable a student to develop his or her preparation for a career in biological fields requiring advanced training or for the teaching profession.

Research facilities of the Biology Department are maintained in Mallory and Finley Halls and include specialized equipment for electron microscopy, botany, microbiology, immunology, aquatic biology, tissue culture, animal behavior, and cell physiology. Additionally, the facilities at the New Jersey Marine Sciences Consortium, and other departments in the School of Mathematical and Natural Sciences are available for cooperative graduate research. Faculty research interests include aquatic and terrestrial ecology, environmental toxicology, developmental biology, parasitology, entomology, microbiology, immunology, cell physiology, and molecular biology.

The Biology Department offers thesis and non-thesis students opportunity for graduate research under faculty supervision in selected areas of biology. Original research should not exceed 8 semester hours for thesis students and 4 semester hours for non-thesis students. A maximum of 2 semester hours will be given to the non-thesis student for research in biological literature. Students must complete a minimum of 26 semester hours in biology and a maximum of 6 semester hours in approved electives, completing a total of 32 semester hours in coursework.

## ADMISSION REQUIREMENTS

Prior to matriculation for the Master of Science degree in biology, the student should have completed a subject matter of at least twenty-four semester hours in biology and have adequate preparation in college chemistry, mathematics and physics.

In cases where there has been a weak undergraduate program in the major and/or collateral fields, prerequisite courses, which will not count towards graduate credit, may be assigned.

The matriculation program for MS candidates is prepared in consultation with the biology graduate advisor. Changes in the program can be made only with the written approval of the graduate advisor. It is the responsibility of the student to keep the advisor informed of progress in the program.

	Semester Hours
I. Required Courses:	
BIOL 514 Graduate Seminar in Biology .....	1
BIOL 599 Introduction to Biological Research .....	4
II. Electives	
A. Biology Courses at Montclair State .....	17-27
B. Biology Courses at NJ Marine Sciences Consortium .....	0-4
(With approval of graduate advisor and Graduate Studies)	

C. Non departmental Approved Electives .....0-6

(With approval of graduate advisor and Graduate Studies)

III. Comprehensive Examination

All students are required to take a comprehensive examination in core areas of molecular biology, ecology, and physiology.

## BIOLOGY

### Course Descriptions

### Semester Hours

**BIOL 512 TOPICS IN MODERN GENETICS 3**

Seminar course. Selected topics from current developments in genetic research, including chromosome and gene fine structure, extra chromosomal genetic elements, genetic engineering and aspects of biomedical genetic research.

*Prerequisites: Undergraduate course in genetics and undergraduate course in biochemistry.*

**BIOL 514 GRADUATE SEMINAR IN BIOLOGY 1**

Through a series of seminars delivered by faculty and guests, students will survey a broad range of topics in modern biology, and be introduced to the variety of specializations represented within the department. Emphasis shall be placed on recent advances in diverse areas of biology.

*Prerequisites: Matriculation for M.S. degree in biology or permission of instructor.*

**BIOL 520 PLANT PHYSIOLOGY 4**

Investigation of physiology of plants. Plant growth, development and reproduction as well as the new advances in plant physiology. Water relations of plants, mineral nutrition, physiological significance of soil and soil moisture, photo synthesis, respiration, plant biosynthesis and dynamics of growth.

*Prerequisites: Organic chemistry, one year of botany.*

**BIOL 521 FIELD STUDIES OF FLOWERING PLANTS 4**

The taxonomy, evolutionary trends and ecological adaptations of the gymnosperms and angiosperms. A variety of habitats will be visited and analyzed.

*Prerequisites: One year of botany and field experience in ecology.*

**BIOL 532 INSECT ECOLOGY AND BEHAVIOR 3**

This course considers (1) the relationship of insects to their environment, (2) insect populations, (3) insect behavior.

*Prerequisite: One year entomology.*

**BIOL 542 ADVANCED ENDOCRINOLOGY 3**

A study of the physiology of the mammalian endocrine system with emphasis on hormonal control of homeostasis.

*Prerequisite: BIOL 446.*

**BIOL 543 ADVANCES IN IMMUNOLOGY 3**

To study in detail selected topics in immunology.

*Prerequisites: 24 semester hours in biology, immunology, and 8 hours of chemistry, or instructor's permission.*



**BIOL 546 TOPICS IN PHYSIOLOGY 4**

To give the student an in-depth understanding of three specific areas of human physiology. The areas selected are those in which there is a rapidly expanding body of knowledge. The areas covered will be kidney physiology in health and disease; neurotransmitters and modulation in the central nervous system; homeostatic processes in the myocardium and blood vessel walls in health and disease.

*Prerequisites: BIOL 440, 442 and CHEM 231 or equivalents.*

**BIOL 547 MOLECULAR BIOLOGY I 3**

Central concepts at the cellular level will be emphasized. Contemporary viewpoints in the areas of biomolecules, energy yielding and energy requiring processes and transfer of genetic information.

*Prerequisites: Cell Biology, and one year of organic chemistry.*

**BIOL 550 TOPICS IN MICROBIOLOGY 3**

Coverage of selected topics such as the microbial genetics, antibiotic action, bacteriophage, virus, cancer and microbial metabolism. Emphasis will be placed on practical applications of modern research in specific areas.

*Prerequisites: General Microbiology.*

**BIOL 551 INTERMEDIARY METABOLISM I 3**

Discussion of interrelationships of catabolic and anabolic paths. Primary emphasis is placed on the metabolism of nucleic acids, carbohydrates, and proteins.

*Prerequisite: Biochemistry or Cell Physiology.*

**BIOL 552 INTERMEDIARY METABOLISM II 3**

Biological cycles, unity and diversity in metabolic paths, metabolic evolution, metabolic control mechanisms and other special topics. Primary emphasis is placed on the metabolism of lipids.

*Prerequisite: BIOL 551 or instructor's permission.*

**BIOL 554 MICROBIAL PHYSIOLOGY 3**

A study of microorganisms in terms of their morphology and metabolism. The significance of metabolic diversity and secondary metabolic products of various microorganisms will be explored through lecture topics. The economic significance of microbial metabolism in relation to industry and pathogenic diseases will be emphasized.

*Prerequisites: BIOL 350 or equivalent, CHEM 231 or equivalent.*

**BIOL 570 ECOLOGY 3**

Basic ecological principles and concepts. Habitat approach to field exercises in fresh water and terrestrial ecology. Intra and interspecific relationships with all living members of the ecosystem, problems in plant and animal biology.

*Prerequisites: General Botany, General Zoology, and Plant Taxonomy or equivalent required for environmental studies degree.*

**BIOL 597 RESEARCH IN BIOLOGICAL LITERATURE 1**

To allow the student to investigate and evaluate a specific topic in biology under the supervision of a faculty member and to develop the student's skills in presenting current research in both the written and oral modes.

*Prerequisites: BIOL 514 and graduate matriculation.*

**BIOL 599 INTRODUCTION TO BIOLOGICAL RESEARCH****3**

A research experience in which students will be exposed to current biologic techniques by working with scientific investigators in industry, or within the department. Students will work on projects involving research techniques, data collection and the analysis and interpretation of the data.

*Prerequisites:* At least 18 graduate credits in Biology and permission of a committee of three biology graduate faculty members, one of whom is the graduate advisor, and department chair.

**BIOL 600 THESIS RESEARCH IN BIOLOGY****3**

This course is designed to provide hands on experience in the techniques of research in a well-defined area of biology. Design of an experiment and problem solving will be emphasized.

*Prerequisites:* Matriculation in biology graduate program, approval of department chairperson and graduate advisor, as well as faculty sponsor who will supervise research.

# BUSINESS ADMINISTRATION

*Master of Business Administration (MBA) Director: Dr. Joseph A. Greco,  
Morehead Hall 103*

## THE MONTCLAIR MBA

The goal of the Montclair Master of Business Administration Program is to prepare management generalists who have the knowledge, techniques and attitudes to analyze complex issues, establish logical goals, evaluate alternatives, form reasoned judgements, and effectively implement chosen options. While the development of analytical capacities is critical, the program's structure emphasizes the development of capacities that are tempered by a concerned awareness of obligations to the greater social environment.

The curriculum stresses the theoretical foundations of management oriented disciplines, practical applications of research findings, and current managerial practices. This blend of theory and prevalent practice builds a strong foundation for immediate application as well as post-graduate professional growth.

The Montclair MBA provides the opportunity to design unique programs to meet your specific needs and interests. You may choose to concentrate in a particular area or you may select an array of advanced courses which will provide a broad, general education. Over 95 percent of the MBA classes are taught by full-time faculty with doctoral or other appropriate terminal degrees. The remaining classes are taught by persons with outstanding professional credentials. The faculty's publication interests include refereed journal articles, textbooks, professional publications, governmental hearings, consulting reports, etc.

The School of Business Administration invites applications from persons with baccalaureate or post-baccalaureate degrees. Because we actively seek a diverse student body, all previous academic majors are considered for admission. Both full- and part-time students are welcome. The courses are offered primarily in the evening.

## CURRICULUM

The curriculum consists of 63 semester hours, of which 30 hours are devoted to a common body of knowledge, 27 hours are elected from advanced courses and 6 hours are allocated to integrating courses. In planning your program, keep the following in mind:

- Within the 27 semester hours of advanced courses, to meet one's particular needs and interests you may develop an area of concentration, or, you may choose to develop a general program without a concentration. Concentrations consist of 9 or 12 hours of advanced courses in one particular discipline. There are no rigid course requirements for any given concentration (i.e., from an area's advanced course offerings, you may select the 9 or 12 hours which best fulfill your particular educational goals). Of the remaining 18 or 15 hours, no more than 6 hours may be taken in any one discipline. If a concentration is not elected, among the six disciplines, 6 hours must be accomplished in each of three areas and 3 hours must be accomplished in each of the remaining three.



In planning advanced study, you should review the Tri-Annual Course Offering Projection to be certain you can enroll in the courses wanted within the time allotted for education.

- At least 3 semester hours must be selected from advanced courses which have a primary emphasis on international aspects of business.
- An approved undergraduate calculus course is a program prerequisite. Applicants with undergraduate records that do not include such a course will be required to complete MATH 114 Mathematics for Business II: Calculus, (3sh), or a similar course, prior to enrolling in FINQ 501 Statistical Methods. This prerequisite calculus course will not be included toward fulfilling the student's total MBA graduate credit hours requirement.
- Students must complete the core courses prior to enrolling in the advanced courses. Exceptions are allowed only if appropriate core courses are not offered.
- All courses taken outside the School of Business Administration must be approved by the MBA Director prior to enrollment.
- All programs must be approved by the MBA Director. To qualify for graduation, you must adhere to your approved program.

## ADVANCED ACADEMIC STANDING AND TRANSFER STUDENTS

Through prior academic experience, challenge examinations and/or graduate level transfer credits, the 63 semester hour MBA requirement may be reduced by a maximum of 33 semester hours. The remaining 30 semester hours must be completed at Montclair and must meet the following minimum requirements:

- At least 21 semester hours must be earned in advanced courses.
- Students must complete the Integrating Core courses at Montclair.
- If a concentration is elected you must earn all concentration credits at Montclair.

## ADMISSION INFORMATION

Candidates are required to submit an application for graduate admission which includes:

- Two official copies of the academic transcript from each college and/or university attended.
- Scores from the Graduate Management Admission Test.
- A statement of professional objectives.
- Two letters of recommendation from persons qualified to evaluate the applicant's promise of academic achievement and potential for professional growth.
- Although prior work experience is not an admission requirement, it is strongly recommended for all MBA applicants.

- A non-refundable fee of \$20.00 must accompany each application. Application materials must be obtained from and/or returned to:

Office of Graduate Studies

Montclair State College, Upper Montclair, NJ 07043

APPLICATIONS MAY BE SUBMITTED AT ANY TIME OF THE YEAR.

## GRADUATE MANAGEMENT ADMISSION TEST (GMAT)

The GMAT is required of all students. *No application will be considered without these scores.* Under the auspices of the Educational Testing Service, the test is offered by various colleges and universities including Montclair. For exact dates and locations contact: The Education Testing Service, Box 966, Princeton, New Jersey 08541.

## REQUIREMENTS FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE

Courses			Semester Hours	Prerequisites
I. Foundation Core (15 semester hours)				
ECON	501	Economic Analysis	3	
ECON	505	Aggregate Economics	3	ECON 501
ACCT	501	Financial Accounting	3	
FINQ	501	Statistical Methods	3	Calculus
MGMT	503	Information Systems	3	
II. Functional Core (15 semester hours)				
ACCT	502	Managerial Accounting	3	ECON 501 & ACCT 501
FINQ	502	Operations Research	3	FINQ 501
FINC	501	Corporate Financial Management	3	ACCT 501 & ECON 501; Corequisite: FINQ 501
MGMT	505	Management Process and Organizational Behavior	3	
MKTG	501	Fundamentals of Marketing	3	
III. Advanced Courses (27 semester hours)				

All students must select 27 semester hours from among the advanced (non-core) courses. Students may design program concentrations to meet specific needs and interests; or, they may choose not to concentrate and select an array of courses which will provide a broad, general education. In either case, a student's program must meet

breadth requirements and must be approved by the MBA Director prior to enrolling in advanced courses. At least one of the advanced courses (3 semester hours) must be selected from among the following:

FINC	552	International Financial Policy	
MGMT	511	Issues in International Management	
MKTG	592	International Marketing Management	
ECON	503	Economic Problems of the Third World	
ECON	533	Corporations and International Financial Markets	
ECON	543	United States and the World Economy	

#### IV. Integrating Core (6 semester hours)

BSEC	580	Business and the Sociopolitical Environment	3	
BUGR	590	Strategy and Business Policy	3	BSEC 580

Students must complete the Foundation Core, the Functional Core and at least 15 semester hours of advanced courses prior to enrolling in the integrating courses. Integrating courses must be completed at Montclair State College.

TOTAL SEMESTER HOURS ..... 63

## ADVANCED COURSES AND FIELDS OF CONCENTRATION

Concentrations consist of 9 or 12 hours of advanced courses in one particular discipline. The following course groupings provide an approximate guide to the types of subjects considered complementary to the various noted fields. Depending upon when one enters and the sequence of course offerings, some concentrations may not be available to some students. In planning advanced study, review the Tri-Annual Course Offering Projection to be certain you can achieve your courses within the time you have allotted for your education. In all cases, your program must be approved by the MBA Director prior to enrolling in advanced courses.

### Accounting

This field of concentration is designed to prepare students for careers in accounting and financial management. It also will enhance the accounting knowledge of students whose career objectives include financial analysis and/or general management. A typical program would emphasize courses in financial and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

ACCT	520	Contemporary Issues in Financial Accounting I
ACCT	521	Contemporary Issues in Financial Accounting II
ACCT	523	Accounting for Business Combinations
ACCT	524	Auditing Concepts and Techniques
ACCT	525	Fundamentals of Federal Taxation



To be eligible to sit for the Certified Public Accountant (CPA) examination, students must have a baccalaureate degree with at least 60 semester hours of liberal arts courses and the following semester hours of undergraduate and/or graduate credit:

- 24 semester hours of Accounting,
- 6 semester hours of Business Law,
- 6 semester hours of Economics,
- 6 semester hours of Finance, and
- 18 semester hours of related business courses

There are additional requirements. For further information contact the MBA Director.

### **Business Economics**

This area prepares students to perform certain economic analyses for business or government (e.g., developing forecasts, cost-benefit analyses, public policy analyses, etc.). Students are provided with an institutional and theoretical understanding of the economic environment within which business and government form decisions. Topics include theories of pricing; the analysis of market demand; the economic role of money, credit, the Federal Reserve System, and Treasury operations; the factors comprising aggregate demand and how they interact to determine employment, output and level of prices; the economic impact of international activity, etc. Also of importance is the development of an understanding of how governmental policies affect business performance. A typical program would emphasize courses in finance and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

- ECON 420 Econometrics
- ECON 502 Financial Institutions and Monetary Policy
- ECON 503 Economic Problems of the Third World
- ECON 508 Economics of Public Management
- ECON 510 Urban Economics: Problems and Policy
- ECON 533 Corporations and International Financial Markets
- ECON 541 Foundations of Contemporary Economic Thought
- ECON 542 Economic Fluctuations and Forecasting
- ECON 543 United States and the World Economy
- ECON 544 Government and Business
- ECON 545 Economics of Labor

## **Finance**

This field prepares students for careers in the financial management of business and financial intermediaries (e.g., commercial banks, savings and loan institutions, investment banking, etc.). It also provides an excellent preparation for careers in brokerage and bond houses, financial counseling, and investment counseling. To develop an understanding of the role of finance in the administrative decision-making process, the field provides students with a knowledge of mechanisms, operations, and institutions of the financial system. A typical program would emphasize courses in accounting, business economics and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

- FINC 551 Investments, Portfolios and Security Analysis
- FINC 552 International Financial Policy
- FINC 553 Advanced Investments
- FINC 554 Advanced Financial Policy
- FINC 576 Financial Innovations: Instruments and Institutions

## **Management**

This field is designed for students preparing for careers in organization, personnel and operations management. The courses provide education in organization theory and behavior, the management of human resources, operations, and information systems. In all areas the emphasis is upon developing a thorough comprehension of potential management problems and the effectiveness and limitations of analytical techniques employed in their solution. Courses include such topics as: process and equipment selection, inventory control, distribution systems, quality control, employee motivation, group behavior, international business management, etc. A typical program would include courses in all other areas (i.e., accounting, business economics, finance, marketing and quantitative analysis) and 9 or 12 hours chosen from among the following courses:

- MGMT 510 Personnel Management
- MGMT 511 Issues in International Management
- MGMT 512 Organizational Development
- MGMT 513 Leadership and Behavior
- MGMT 514 Management and the Computer
- MGMT 535 Advanced Information Systems

## **Marketing**

The Marketing concentration is designed to meet the needs of students interested in pursuing careers in a variety of marketing functions (e.g., product planning, marketing research, sales management, advertising, marketing planning, etc.). The courses are designed to provide students with a firm knowledge of the institutional and analytical aspects of the subject with a strong emphasis on decision making strategies and the development of solutions to practical marketing problems. A typical program would emphasize courses in business economics, management, and quantitative analysis, and 9 or 12 hours chosen from among the following courses:

- MKTG 591 Consumer/Buyer Behavior
- MKTG 592 International Marketing Management
- MKTG 593 Product Planning/New Product Management
- MKTG 594 Marketing Research and Information Systems
- MKTG 595 Marketing Management

**Quantitative Analysis**

This field provides education in quantitative analytical methods for solving managerial and research problems. The purpose of these courses is to develop a theoretical understanding of, and a practical facility with statistics, computers, and operations research. Course topics include such subjects as descriptive statistics, probability, queueing, business models, multiple regression, non-parametric statistical analyses, etc. The quantitative concentration will complement any career which employs mathematical and statistical analyses. With the assistance of the MBA Director, students selecting this concentration may develop programs that include courses drawn from offerings in computer science and mathematics. A typical program would emphasize courses in business economics, finance and management, and 9 or 12 hours chosen from among the following courses:

- FINQ 531 Business Models
- FINQ 532 Statistical Inference For Business
- FINQ 533 Stochastic Models
- FINQ 534 Multivariate Analysis
- FINQ 550 Production for Quality

**BUSINESS ADMINISTRATION**

**Course Descriptions**

**ACCOUNTING COURSES**

	Semester Hours
<b>ACCT 501 FINANCIAL ACCOUNTING</b>	<b>3</b>
A study of basic accounting concepts and their significance to the financial analyst and manager. Problems relating to income determination, valuation, reporting and analysis are stressed. Alternative conceptual foundations of reporting standards are presented and evaluated.	
<b>ACCT 502 MANAGERIAL ACCOUNTING</b>	<b>3</b>
The development and use of accounting information for decision-making and control. Alternative cost concepts, cost volume profit analysis, and relevant costing techniques are introduced in the context of providing information for solving pricing, make or buy; product-mix; and resource utilization problems. The use of accounting data for control systems, variance analysis and performance evaluation are presented.	
<i>Prerequisites: ACCT 501, ECON 501.</i>	
<b>ACCT 520 CONTEMPORARY ISSUES IN FINANCIAL ACCOUNTING I</b>	<b>3</b>
The course builds on material presented in the financial accounting course ACCT 501. Students should gain an improved understanding of the techniques and underlying rationale of methods used to accumulate financial and operating data. Also improves skill in analyzing information provided in annual financial reports.	
<i>Prerequisite: ACCT 501.</i>	



**ACCT 521 CONTEMPORARY ISSUES IN FINANCIAL ACCOUNTING II 3**

Continuation of Contemporary Issues in Financial Accounting I. Enables students to acquire an improved understanding of the composition and significance of various segments of the balance sheet, especially non-current assets, non-current liabilities, stockholders' equity, and statement of changes in financial position.

*Prerequisites: ACCT 520.*

**ACCT 523 ACCOUNTING FOR BUSINESS COMBINATIONS 3**

Presents the conceptual foundations and current reporting practices of accounting for business combinations. Purchase and pooling methods of accounting for business acquisitions and preparation of consolidated financial statements are extensively covered.

*Prerequisite: ACCT 520 or instructor's permission.*

**ACCT 524 AUDITING CONCEPTS AND TECHNIQUES 3**

A course in auditing principles, theory, design, and techniques. Theory, practice and techniques are integrated through the use of current auditing problems and student performance of a simulation audit of selected financial statement data.

*Prerequisite: ACCT 520.*

**ACCT 525 FUNDAMENTALS OF FEDERAL TAXATION 3**

The development and use of principles and concepts of federal tax laws affecting nonbusiness entities. Analysis of internal revenue code and regulations as well as pertinent cases in the areas of gross income. Characterization of gains and losses, taxpayer status, and deductions will be studied.

*Prerequisite: ACCT 501.*

**ACCT 575 INDEPENDENT STUDY IN ACCOUNTING 1 - 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.

**ACCT 577 SELECTED TOPICS IN ACCOUNTING 3**

An in-depth study of a selected topic, issue, problem or trend in accounting. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

## BUSINESS ECONOMICS COURSES

### **ECON 501 ECONOMIC ANALYSIS 3**

The resource allocation and distribution of income implications of a market oriented economy operating under various degrees of competition. Also analyzed are the determinants of consumer and market demand, and, the theoretical cost structure of firms.

### **ECON 502 FINANCIAL INSTITUTIONS AND MONETARY POLICY 3**

Analyzes the structure and functioning of the monetary and financial system. The component parts and the system as a unit will be examined as they interrelate to affect the economy. Topics include commercial banking system, federal reserve system, financial markets, financial intermediaries, determination of the level and structure of interest rates, and contemporary problems, both theoretical and applied, in the area of monetary policy.

*Prerequisite: ECON 501.*

### **ECON 503 ECONOMIC PROBLEMS OF THE THIRD WORLD 3**

A survey of major economic problems of the Third World; examination of the economic structure of developing countries and of general theories of economic development; critical evaluation of various policy alternatives for their development; analysis of possible economic relationships between First and Second Worlds with the Third World.

*Prerequisite: ECON 501.*

### **ECON 505 AGGREGATE ECONOMICS 3**

Develops contemporary macroeconomic theories to explain aggregate employment, national income and the levels of interest rates and prices. Along with developing various models the course examines current research and reviews the economy's recent macroeconomic performance.

*Prerequisite: ECON 501.*

### **ECON 508 ECONOMICS OF PUBLIC MANAGEMENT 3**

Application of capital theory in the decision-making processes of government. Alternative approaches to government project evaluation and important practical issues encountered by state development planners. Specific applications of project analysis in the area of physical and human resource management such as water resource management, public health, and education.

*Prerequisite: ECON 501.*

### **ECON 510 URBAN ECONOMICS: PROBLEMS AND POLICY 3**

Studies the location of economic activities, the growth of cities and the origins of some urban problems in a market economy. Also discussed are the problems of location and congestion due to agglomeration and nonmarket phenomena.

*Prerequisite: ECON 501.*

### **ECON 533 CORPORATIONS AND INTERNATIONAL FINANCIAL MARKETS 3**

Discusses the economic theories and problems which confront business institutions when dealing in international financial markets. Analyzes the various market instruments and how a corporation may use them.

*Prerequisite: ECON 501.*

- ECON 541 FOUNDATIONS OF CONTEMPORARY ECONOMIC THOUGHT 3**  
 Antecedents of current economic theory; economics as a cumulative science; the works of the creative economists; the uses and limitations of economic theory.  
*Prerequisite: ECON 501.*
- ECON 542 ECONOMIC FLUCTUATIONS AND FORECASTING 3**  
 Theories to account for variations in business activity; macroeconomic models and other forecasting approaches; economic fluctuations in the United States; proposals for reducing fluctuations; Harrod Domar model and other modern theories of growth.  
*Prerequisite: ECON 505.*
- ECON 543 UNITED STATES AND THE WORLD ECONOMY 3**  
 Principles of international finance, monetary relations and trade. Discussion of contemporary international monetary and trade problems and policies. Discussion of the economic aspects of current American foreign policy.  
*Prerequisite: ECON 505.*
- ECON 544 GOVERNMENT AND BUSINESS 3**  
 The evolution of government influences on the functioning of the American economy. The causes and consequences of government regulation and control. The importance of economic analysis in the foundation of public policies.  
*Prerequisites: ECON 501.*
- ECON 545 ECONOMICS OF LABOR 3**  
 Principal trends in the industrial and occupational distribution of labor; current developments in labor-management relations in both private and public sectors; market trends and institutional factors that determine employment, wage rates, fringe benefits and industrial peace.  
*Prerequisite: ECON 501.*
- ECON 575 INDEPENDENT STUDY IN ECONOMICS 1 - 3**  
 Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.  
*Prerequisite: Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course when taken in the MBA program. Written permission of the department chairperson and the instructor must be secured prior to enrolling in this course when taken in the MA program in Social Science, concentrating in Economics.*
- ECON 577 SELECTED TOPICS IN ECONOMICS 3**  
 An in-depth study of a selected topic, issue, problem or trend in business economics. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.



## FINANCE COURSES

### **FINC 501 CORPORATE FINANCIAL MANAGEMENT 3**

An introductory course in corporate financial management which provides students with an understanding of the fundamental concepts of modern finance from an analytical and quantitative perspective and serves as a foundation course for further work in finance. The course stresses: valuation; capital budgeting decisions; capital structure and dividend decisions.

*Prerequisite: ACCT 501, ECON 501; majors only.*

*Corequisite: FINQ 501.*

### **FINC 551 INVESTMENTS, PORTFOLIOS AND SECURITY ANALYSIS 3**

Develops the analytical methods relevant to investment management. Techniques are presented for the evaluation of corporate equity, debt, and other securities. Portfolio theory is presented in the context of formulating and managing appropriate asset portfolios.

*Prerequisites: FINC 501.*

### **FINC 552 INTERNATIONAL FINANCIAL POLICY 3**

Analytically oriented introduction to the political, economic, operational and tax environment in which international business, particularly multinational corporations, functions. Stressing methods of analysis which enable defensive strategies against risk; the course is comprised of five major units: political and country risk; foreign exchange risk; long-run investments and financing; working capital management; and control performance evaluation and tax planning.

*Prerequisite: FINC 501.*

### **FINC 553 ADVANCED INVESTMENTS 3**

Examines the function of financial markets especially as they affect the management of financial institutions. Emphasis is placed on the analysis of financial markets from the viewpoint of the corporate financial manager.

*Prerequisite: FINC 501.*

### **FINC 554 ADVANCED FINANCIAL POLICY 3**

Focuses on the application of valuation, investment, financing and dividend decisions to case studies. It examines various practical problems in capital budgeting, the valuation of different kinds of debt and options, and financial planning and strategy.

*Prerequisite: FINC 501.*

### **FINC 575 INDEPENDENT STUDY IN FINANCE 1 - 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.

**FINC 576 FINANCIAL INNOVATIONS: INSTRUMENTS AND INSTITUTIONS 3**

Designed to describe and analyze the new developments in the field of finance - corporate, international and financial markets and institutions - that have appeared over the last five years and the possible directions for the future. The content of the course is intended to be dynamic rather than static, as new financial instruments and institutions are introduced into this fast changing field.

*Prerequisites: Two of the following: FINC 551, FINC 552, or FINC 554.*

**FINC 577 SELECTED TOPICS IN FINANCE 3**

An in-depth study of a selected topic, issue, problem or trend in finance. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

**MANAGEMENT COURSES**

**MGMT 503 INFORMATION SYSTEMS 3**

Examines the information requirements of an organization. The differences in the kinds of information needed at the various organizational levels (operational, administrative and strategic) are emphasized. How to plan and implement a comprehensive information system is discussed as well as methods to measure its effectiveness.

**MGMT 505 MANAGEMENT PROCESS AND ORGANIZATIONAL BEHAVIOR 3**

Review of classical and modern approaches to the managerial process as it relates to the manager's functions of planning, organizing, staffing, leading, and controlling. These reviews will be tied to the open-system model and the contingency approach as an overall framework for understanding the management of organizations.

**MGMT 510 PERSONNEL MANAGEMENT 3**

Review of current literature from the behavioral sciences that apply to recruitment, selection, training, performance evaluation, labor relations, compensation, health and safety, and management development. Current problem applications are emphasized.

*Prerequisite: MGMT 505.*

**MGMT 511 ISSUES IN INTERNATIONAL MANAGEMENT 3**

An in-depth analysis of all components of international business management. Major emphasis is placed upon multi-national business operations including foreign profit centers, national and cultural differences, and comparative management systems with consequent impact on profitability. These are studied in terms of their influence on all areas of international trade.

*Prerequisites: ECON 501, 505; FINC 501; MGMT 505; MKTG 501.*

**MGMT 512 ORGANIZATIONAL DEVELOPMENT 3**

The purpose of the course is to enhance the student's understanding and skill in the process of change in organizations. Students will be introduced to intervention techniques which will allow them to recognize the need for organizational change as well as develop skill in implementing a program change.

*Prerequisite: MGMT 505.*

**MGMT 513 LEADERSHIP AND BEHAVIOR 3**

The purpose of the course is to help students understand leadership behavior. The course reviews current theoretical and empirical literature from the behavioral sciences as it relates to leadership. Topics covered include leadership styles, power and leadership, leader-follower interactions, and the manager as leader.

*Prerequisite: MGMT 505.*

**MGMT 514 MANAGEMENT AND THE COMPUTER 3**

Study of computers and their use as management tools in information systems, research, control procedures, production, finance, modeling, and decision making. Topics include description of end application of different hardware and software components and programming concepts. Computer cost benefit analysis in all of the above and in systems applications.

*Prerequisites: MGMT 503, 505.*

**MGMT 535 ADVANCED INFORMATION SYSTEMS 3**

Conceptual foundations of information systems including the nature of information, the impact of information systems on the organization and managing the information services function. Explores most current technology in the area of operating systems software, including multiprocessing, multiprogramming, virtual storage and other operating systems, as well as applications software systems.

*Prerequisite: MGMT 503.*

**MGMT 575 INDEPENDENT STUDY IN MANAGEMENT 1 - 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline. Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.

**MGMT 577 SELECTED TOPICS IN MANAGEMENT 3**

An in-depth study of a selected topic, issue, problem or trend in management. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

**MARKETING COURSES****MKTG 501 FUNDAMENTALS OF MARKETING 3**

The aim of *Fundamentals of Marketing* is to develop an understanding of the principles of marketing as they operate in the economy as a whole and as practiced by all types of businesses. Attention will be directed to the problems marketing managers face in creating, promoting, and delivering want-satisfying products to the consumer.

**MKTG 575 INDEPENDENT STUDY IN MARKETING 1 - 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

*Prerequisite: Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.*



**MKTG 577 SELECTED TOPICS IN MARKETING 3**

An in-depth study of a selected topic, issue, problem or trend in marketing. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

**MKTG 591 CONSUMER/BUYER BEHAVIOR 3**

*Consumer/Buyer Behavior* aims at developing an understanding of the social and psychological factors that influence industrial and consumer buying behavior. The managerial implications of these factors are emphasized.

*Prerequisite: MKTG 501.*

**MKTG 592 INTERNATIONAL MARKETING MANAGEMENT 3**

An examination of the various multinational and transnational issues confronting business organizations marketing products and services in overseas markets. Attention will be focused on problems such as identifying and evaluating markets, adapting marketing strategies to specific market needs and coordinating strategies in world markets.

*Prerequisite: MKTG 501.*

**MKTG 593 PRODUCT PLANNING/  
NEW PRODUCT MANAGEMENT 3**

An examination of the issues surrounding the management of existing product lines and the development of new products. Topics will include organizing and planning for product management, marketing research and concept testing, product life cycle approach, and new product development strategies and techniques.

*Prerequisites: MKTG 501, 591.*

**MKTG 594 MARKETING RESEARCH AND  
INFORMATION SYSTEMS 3**

An examination of the development of information for use by marketing decision makers. Topics include using secondary data, collecting and evaluating primary data, managing the market research process, and developing a coordinated marketing information system.

*Prerequisite: MKTG 501.*

**MKTG 595 MARKETING MANAGEMENT 3**

An intensive analysis of the issues and problems facing marketing managers. Emphasis is on the development of decision-making skills from both a tactical as well as strategic viewpoint.

*Prerequisite: MKTG 501.*

## QUANTITATIVE ANALYSIS COURSES

### **FINQ 501 STATISTICAL METHODS 3**

Introduction to statistical techniques with applications in business decision making and problem solving. Topics include descriptive statistics, probability distributions, statistical estimation and hypothesis testing, regression and correlation, and time-series analysis.

*Prerequisite: Course in undergraduate calculus.*

### **FINQ 502 OPERATIONS RESEARCH 3**

A presentation of many of the applied mathematical techniques used to help make business decisions. Topics include the theory of decisions, linear programming, network analysis, queuing, Markov processes, and simulation.

*Prerequisite: FINQ 501.*

### **FINQ 531 BUSINESS MODELS 3**

This is an advanced course in quantitative approaches to managerial decision making. The emphasis will be on simulation models and techniques with applications in finance, production, inventory, and queuing analysis. Computer-based simulation systems will be discussed and tested on the computer.

*Prerequisite: FINQ 501.*

### **FINQ 532 STATISTICAL INFERENCE FOR BUSINESS 3**

An exploration of intermediate statistical methodologies used for decision making. The theoretical bases for various techniques are presented to create a framework for understanding the assumptions and limitations of inferences made from data. Topics covered will include multivariate probability functions, moment generating functions, sampling distributions; estimation, Neyman-Pearson Lemma, parametric and non-parametric hypothesis tests, and analysis of variance.

*Prerequisite: FINQ 501.*

### **FINQ 533 STOCHASTIC MODELS 3**

Stochastic models are descriptions of systems which change in accordance with probabilistic laws. The course focuses on construction rather than solution of models. Simulation solutions and statistical analysis of data from stochastic processes. Applications to business problems are stressed.

*Prerequisite: FINQ 502.*

### **FINQ 534 MULTIVARIATE ANALYSIS 3**

An introduction to multivariate analysis with an emphasis on the practical application of these techniques. After introducing the multivariate distribution, the following statistical procedures are explored: multiple regression, discriminant analysis, multivariate tests of significance, canonical analysis, factor analysis, and multidimensional scaling. Use of these procedures as managerial tools is explored.

*Prerequisites: FINQ 502, 532.*

**FINQ 550 PRODUCTION FOR QUALITY 3**

The philosophy, tools and techniques necessary to properly manage for the control of quality production are of ever increasing importance to business and industry. Quality control, long-thought of as only a tool for acceptance sampling, is now expanded and used as a means of improving all phases of any business system. For several decades, Japanese business has successfully utilized these methods to gain new inroads into international markets. This course presents the newest approaches to quality control along with adapting many of the traditional tools and methods to current problems.

*Prerequisite: FINQ 501.*

**FINQ 575 INDEPENDENT STUDY IN QUANTITATIVE METHODS 1 - 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

*Prerequisite: Written permission of the appropriate department chair and the MBA Director must be secured prior to enrolling in this course.*

**FINQ 577 SELECTED TOPICS IN QUANTITATIVE METHODS 3**

An in-depth study of a selected topic, issue, problem or trend in quantitative methods. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

**INTEGRATING CORE**

**BSEC 580 BUSINESS AND THE SOCIOPOLITICAL ENVIRONMENT 3**

This course studies the increasingly complex set of interrelationships among business, government and other interest groups in the public policy process. It explores the economic and legal environment, and the social and political factors which affect organizations. A series of current corporate and public policy problems are discussed in order to raise major issues, including ethical issues, involved in managing the corporation's relationships with its many publics.

*Prerequisites: Completion of Foundation and Functional Cores and a minimum of 15 semester hours of advanced courses.*

**BUGR 590 STRATEGY AND BUSINESS POLICY 3**

The focus of this course is on actual business situations and their impact on the total organization including the role of top management in dealing with these problems. The structure of the course is based on the strategic management process which includes identification, evaluation and implementation of policy and strategy.

*Prerequisite: BSEC 580.*



# BUSINESS EDUCATION

Chairperson: Dr. Stephen Cyrus

Graduate Advisor: Dr. Rosemarie McCauley

The department of Business Education and Office Systems Administration prepares teachers of business education for administrative, supervisory, specialized work, and master teaching in the field of business education. In order to attain these objectives, candidates have an opportunity to supplement their undergraduate study and to explore advanced areas of work in accordance with their individual background, experience, achievement, and professional needs.

This is a 32-hour program which requires that candidates select six credits from a wide variety of general education courses and six credits in free electives. Of the twenty hours in the specialization, twelve hours represent required courses; the remaining eight hours allow candidates to select course alternatives from electives in business education. Research projects are planned and started in the *Introduction to Research* course and completed in the *Seminar in Business Education* course. An oral comprehensive examination based on results of the completed research project and a written comprehensive examination are an integral part of the program.

## ADMISSION REQUIREMENTS

Graduate work toward the Master of Arts degree in business education presupposes the completion of an undergraduate major in business education, distributive education or equivalent.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN BUSINESS EDUCATION

	Semester Hours
I. Basic Professional Education .....	6
II. Specialization .....	20
A. Required Courses	
BSED 501 Principles and Problems of Business Education .....	3
BSED 503 Introduction to Research in Business Education .....	3
BSED 603 Seminar in Business Education .....	3
At least one of the following:	
BSED 511 Improvement of Instruction in Bookkeeping, Accounting and Business Arithmetic .....	3
BSED 512 Improvement of Instruction in General Business Subjects .....	3
BSED 514 Improvement of Instruction in Keyboarding/ Typewriting and Office Procedures .....	3
B. Electives in Business Education .....	8

- III. Free Electives ..... 6
- IV. Comprehensive Examination, oral and written, given in the Fall and Spring in conjunction with BSED 603 Seminar in Business Education. Examinations are general in nature and are intended to test maturity of thought with respect to business education.

Minimum: 32 semester hours

## BUSINESS EDUCATION

### Course Descriptions

#### Semester Hours

#### **BSED 501 PRINCIPLES AND PROBLEMS OF BUSINESS EDUCATION 3**

Survey of principles and practices. History of business education, objectives, relationship of business education to general education, trends and problems in the field.

#### **BSED 503 INTRODUCTION TO RESEARCH IN BUSINESS EDUCATION 3**

Literature and research of business education. Topics covered include: evaluation of current literature in business education research and tools used for interpreting statistical data. Student develops outline of research study to be completed in BSED 603 Seminar in Business Education.

*Prerequisite: BSED 501 and 511 or 512 or 513.*

#### **BSED 505 ADMINISTRATION AND SUPERVISION OF BUSINESS EDUCATION 3**

Study of problems of organizing, directing and supervising business education programs at the secondary school and collegiate levels.

#### **BSED 506 BUSINESS EDUCATION CURRICULUM 3**

Study of business education for various levels and types of schools. Evaluation of specific programs for development of improved curricula.

#### **BSED 511 IMPROVEMENT OF INSTRUCTION IN BOOKKEEPING, ACCOUNTING AND BUSINESS ARITHMETIC 3**

Study of objectives, content, methods, teaching aids, and evaluation procedures.

*Prerequisite: Undergraduate methods course in bookkeeping and/or teaching experience.*

#### **BSED 512 IMPROVEMENT OF INSTRUCTION IN GENERAL BUSINESS SUBJECTS 3**

The purpose of this course is to upgrade the teaching of the general business subjects. Resource units and lessons are developed. These units include performance objectives, pre-testing, learning activities, and post-testing. This course also includes a simulation/gaming component which helps to foster strategies for planning and decision making.

*Prerequisite: Undergraduate courses in general business methods and/or teaching experience.*

**BSED 514 IMPROVEMENT OF INSTRUCTION IN KEYBOARDING/TYPEWRITING AND OFFICE PROCEDURES 3**

Study of objectives, content, methods, teaching aids, and evaluation procedures of subjects in keyboarding/typewriting and office procedures. Proficiency examinations in typewriting will be given.

*Prerequisites: Undergraduate methods in typewriting and/or teaching experience.*

**BSED 528 FIELD STUDIES IN BUSINESS/DISTRIBUTIVE EDUCATION 3**

Opportunity for the classroom teacher to evaluate some of the practices of business offices, industries and retailing organizations in the metropolitan area. Experience in planning, conducting and follow-up of field trips.

**BSED 529 PRINCIPLES OF COOPERATIVE OFFICE EDUCATION 3**

Survey of principles and practices of cooperative office education. Objectives, organization, related class, placement, and supervision are investigated.

*Prerequisite: Business education teaching certificate.*

**BSED 530 BUSINESS/DISTRIBUTIVE EDUCATION IN POST-HIGH SCHOOL INSTITUTIONS 3**

This course is designed to acquaint the student with the purposes, curricula, methods, and problems of teaching business education subjects in post-high school institutions, including technical institutes, two-year, and four-year colleges.

**BSED 540 WORKSHOP IN BUSINESS EDUCATION 1 - 3**

This course will give the business educator the opportunity to do an intensive study of a selected current issue, concern, and/or problem in Business Education.

*Prerequisite: Certified Business Education Teacher*

**BSED 570 BUSINESS/DISTRIBUTIVE EDUCATION FOR TEACHERS OF THE DISADVANTAGED 3**

Prepares teachers of business subjects to meet specific needs of disadvantaged students. Occupational opportunities open to the disadvantaged, and the secondary school business program which will prepare them for these occupations. Teachers will build curricula and develop special instructional materials and methods needed for disadvantaged students in the inner-city schools.

**BSED 603 SEMINAR IN BUSINESS EDUCATION 3**

Matriculated graduate student in business or distributive education completes research project in business or distributive education. Prepares student for comprehensive examinations.

*Prerequisite: BSED 503.*



# CHEMISTRY

*Chairperson: Dr. Brian Humphrey*

*Graduate Advisor: Dr. Pamela Delaney*

The Chemistry and Biochemistry Department offers advanced level courses in all major areas of chemistry as well as a number of highly specialized courses and individualized research opportunities. Students may selectively take a course or several courses to increase their professional competence in a particular area of chemistry and/or may elect to enroll in the Master of Science program in chemistry as outlined below.

## ADMISSION REQUIREMENTS

The minimum requirements for the Graduate Division as set forth in this catalog are essential for admission to the graduate program in chemistry. When the student is admitted to the Graduate Division, the chemistry advisor will evaluate the background in chemistry, other sciences and mathematics and a specific program will be designed. An entering student should present at least twenty-four semester hours of undergraduate chemistry credits. In consultation with the chemistry advisor, a program may be designed for students with insufficient background to include prerequisites. Candidates for the master's degree in chemistry should seek the guidance of the chemistry advisor in selecting the six hours of free electives, and in fulfilling the research option.

## REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN CHEMISTRY

	Semester Hours
I. Specialization .....	26
A. Courses in chemistry at the 500 level or above .....	15
B. Research: One of the following:	
CHEM 599 Graduate Literature Search in Chemistry .....	2
or	
CHEM 595 Graduate Research	
and	
CHEM 600 Thesis .....	4 or 6
C. Graduate level electives in sciences or mathematics .....	5 - 9
II. Graduate level free electives .....	6
III. Comprehensive examination	

Minimum: 32 semester hours

# CHEMISTRY

## Course Descriptions

	Semester Hours
<b>CHEM 521 ADVANCED TOPICS IN INORGANIC CHEMISTRY</b> 3 Current theories of inorganic structure, reactions and properties. <i>Prerequisite: CHEM 341.</i>	
<b>CHEM 531 ADVANCED TOPICS IN ORGANIC CHEMISTRY</b> 3 Modern theories of organic chemistry with emphasis on electronic theory and reaction mechanisms. <i>Prerequisite: CHEM 430.</i>	
<b>CHEM 532 ORGANIC SYNTHESIS</b> 3 Detailed study of the art, methods, and the philosophy of organic synthesis beginning with a review of classical and modern synthetic methods, followed by the planning theory of synthesis and culminating in a study of elegant syntheses in the literature. <i>Prerequisite: CHEM 430.</i>	
<b>CHEM 534 CHROMATOGRAPHIC METHODS: THEORY AND PRACTICE</b> 3 A combined lecture/hands-on course in the theory and practice of chromatography; including GC, HPLC, GC-MS, GPC, and SFC, as well as computerized instrument control, data acquisition, and processing. <i>Prerequisites: CHEM 310 and 311 or equivalent.</i>	
<b>CHEM 536 NUCLEAR MAGNETIC RESONANCE: THEORY AND PRACTICE</b> 3 A combination lecture/hands-on course utilizing the department's FTNMR's to provide students with theoretical background and practical experience in modern 1-D and 2-D FTNMR. <i>Prerequisites: CHEM 310 and 311 or equivalent.</i>	
<b>CHEM 540 CHEMICAL THERMODYNAMICS</b> 3 In-depth study of classical thermodynamics. Development of thermodynamic functions describing chemical systems in equilibrium, with emphasis on systems of variable composition. <i>Prerequisite: CHEM 341 or instructor's permission.</i>	
<b>CHEM 542 THEORETICAL PHYSICAL CHEMISTRY</b> 3 Theoretical development of quantum mechanics and statistical mechanics as applied to chemistry. Application of theoretical procedures to atomic and molecular structure and bonding. <i>Prerequisites: CHEM 341 and MATH 420.</i>	
<b>CHEM 544 ELECTROCHEMISTRY</b> 3 Principles and application of electrochemistry, relationship of electromechanical principles to classical thermodynamics, and practical applications of electrochemistry. <i>Prerequisite: CHEM 341.</i>	

- CHEM 546 CHEMICAL SPECTROSCOPY 3**  
 Introduction to the theory of molecular spectroscopy.  
*Prerequisite: CHEM 341.*
- CHEM 548 CHEMICAL KINETICS 3**  
 Kinetics in its role of elucidating reaction mechanisms. Discussion of recent problems from the chemical literature including fast reactions and enzyme kinetics.  
*Prerequisite: CHEM 341.*
- CHEM 550 ORGANOMETALLIC CHEMISTRY 3**  
 The course will introduce students to organometallic chemistry, mainly involving transition metals, but also including some main group metals. The material covered will focus on the unique chemistry of these compounds and their uses in organic synthesis, material science, and as catalysts.  
*Prerequisites: CHEM 423 and 430 or equivalent.*
- CHEM 570 ADVANCED BIOCHEMISTRY 3**  
 A detailed treatment of selected topics in biochemistry. Discussions of carbohydrates, lipid and amino acid metabolism, protein synthesis and nucleic acid chemistry.  
*Prerequisite: CHEM 470 or instructor's permission.*
- CHEM 590 SELECTED TOPICS - ADVANCED CHEMISTRY 3**  
 An in-depth study of selected areas in either analytical, inorganic, organic, biochemistry or physical chemistry, with special emphasis upon recent developments in the field.  
*Prerequisite: CHEM 341 or instructor's permission.*
- CHEM 595 GRADUATE RESEARCH 2 - 4**  
 Directed individual laboratory investigation under guidance of faculty advisor. May be elected once or twice, maximum credit allowed is 4 semester hours.  
*Prerequisite: Completion of 12 semester hours in this graduate program; instructor's permission.*
- CHEM 599 GRADUATE LITERATURE SEARCH 2**  
**IN CHEMISTRY**  
 An individual, non-experimental investigation utilizing the scientific literature.  
*Prerequisite: Completion of 12 semester hours in this graduate program.*
- CHEM 600 THESIS 2**  
 Writing, presentation, and defense of thesis before the chemistry faculty.  
*Prerequisites: CHEM 595, instructor's permission.*



# CLASSICS

*Chairperson: Dr. Timothy T. Renner*

The Department of Classics offers graduate level courses in Latin literature and in the culture and civilization of the classical world. These courses may be elected by students who are enrolled in master's programs at Montclair as well as post-baccalaureate students seeking to acquire teaching certification in Latin or to broaden their knowledge of the classics.

## CLASSICS Course Descriptions

	Semester Hours
<b>LATN 511 THE COMEDY OF PLAUTUS</b>	<b>3</b>
Intensive reading and study of selected plays of Plautus with attention to language, characterization, style, structure, and metre. The literary and historical milieu of Plautine drama, including the apparatus of play production and the relationship of the comedies to contemporary social and economic history. The place of Plautus in theatre history, with special reference to Greek New Comedy, to other ancient Italic comedy, and to later European drama.	
<b>LATN 541 SELECTED TOPICS IN LATIN LITERATURE</b>	<b>3</b>
Intensive reading and critical study of a selected author, genre, period, or theme in Latin literature that is not covered by a regular course. Topics will be chosen to complement other graduate course offerings in Latin and classical studies. May be repeated for credit with different topics.	
<b>LATN 584 LAW IN ROMAN SOCIETY</b>	<b>3</b>
An introduction to Roman law and an examination of the interrelatedness of law and Roman society during the late Republic and the Empire. Survey of the main areas of private law: Law of persons, law of things, law of obligations. Sources of law and their response to new conditions. Law as an instrument of social change. Law and daily life. Roman law in the Medieval and Modern periods.	

# COMMUNICATION SCIENCES AND DISORDERS

*Chairperson: Dr. Warren Heiss*

*Graduate Advisors: Dr. Warren Heiss (Special Education/Learning Disabilities)*

*Dr. Joseph Attanasio (Speech-Language Pathology)*

*Dr. Lucille Weistuch (Early Childhood Special Education)*

Graduate students have the opportunity to specialize within the broad area of communication sciences and disorders in one of the three major concentrations: (1) Speech-Language Pathology; (2) Learning Disabilities; and (3) Early Childhood Special Education.

All programs stress an interdisciplinary approach to the understanding and remediation of communication and learning disorders, with emphasis on development of clinical and teaching skills. Successful students are those who have a strong need to understand the bases of clinical procedures, who work well with or without supervision, and who, with guidance from the staff, initiate independent projects, taking responsibility for personal growth in intellectual, clinical and teaching skills.

Students should indicate their choice of specialization at the time of advisement for matriculation.

## ADMISSION REQUIREMENTS

### **Speech-Language Pathology**

Students wishing to matriculate in this area must have completed a bachelor's degree. Graduate students must demonstrate communication skills that will not interfere with clinical practice. A student who is judged to have questionable skills will be referred to a faculty panel for further evaluation. If necessary the student will be referred to campus services for assistance. Students requiring assistance will be reevaluated before they are allowed to enroll for clinical practica. Enrollment in clinical practica will be postponed until communication skills are judged to be sufficient.

### **Learning Disabilities**

Students wishing to matriculate in this area must have a bachelor's degree and a standard New Jersey instructional certificate (e.g., "teacher of the handicapped"). Evidence of one year of successful teaching experience must also be provided.

### **Early Childhood Special Education**

Students wishing to matriculate in this area must have a bachelor's degree and a standard New Jersey instructional certificate as "teacher of the handicapped."

*\*Note: Admissions and certification requirements are subject to change. Consult with departmental advisor*

# REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN COMMUNICATION SCIENCES AND DISORDERS

Master's degree programs consist of a minimum of 39 to 45 semester hours distributed among basic, core, and specialization courses. Some students may need to take prerequisite courses as specified by the graduate advisor.

## Speech-Language Pathology

	Semester Hours
<b>Basic Courses:</b> .....	up to 15 s.h.
(Required for students who do not have a bachelor's degree in speech-language pathology or who have not taken these courses or their equivalents.)	
CS&D 408 Phonetic Study of Speech Sounds .....	3
CS&D 409 Anatomy & Physiology of Speech & Hearing Systems .....	3
CS&D 410 Neurophysiologic Bases of Communication .....	3
CS&D 531 Advanced Audiology .....	3
CS&D 534 Speech & Hearing Science .....	3
<b>Required Courses</b> .....	<b>39</b>
CS&D 500 Speech & Language Acquisition .....	3
CS&D 511 Language Disorders of Adults .....	3
CS&D 512 Advanced Diagnosis of Communication Disorders .....	3
CS&D 515 Seminar in Voice Disorders .....	3
CS&D 517 Articulation Disorders .....	3
CS&D 521 Clinical Process & Procedures in Speech-Language Pathology .....	3
CS&D 573 Organization & Administration of Speech & Hearing Programs .....	3
CS&D 576 Aural Rehabilitation .....	3
CS&D 583 Language Disorders of Children .....	3
CS&D 584 Cleft Palate & Oral Deformities .....	3
CS&D 585 Stuttering .....	3
CS&D 592 Seminar in Research in Speech Pathology .....	3
CS&D 598 Problems & Issues in Communication Disorders .....	3

## **Specialization Courses** ..... **3-12 s.h.**

Depending upon previous supervised clinical practice students will take, by advisement, at least one of the following:

CS&D 535 Advanced Seminar in Communication Disorders .....	6
CS&D 562 Intermediate Practicum in Communication Disorders .....	3
CS&D 599 Advanced Practicum in Speech Rehabilitation .....	3



**Field Placements:** A public school student teaching placement will be arranged with an American Speech-Language Hearing Association (ASHA) certified clinician for those intending to obtain teacher certification. Other settings include hospitals, rehabilitation centers, speech and hearing clinics and nursing homes. ASHA certification is required of all supervisors as specified by the American Speech-Language Hearing Association. ASHA requires 350 hours of supervised unpaid experience with a variety of cases in order to obtain national certification. A similar requirement is necessary for a state license.

**Teacher Certification:** In addition to a student teaching placement, additional coursework related to teacher certification will be added, if necessary, in consultation with the Dean of the School of Professional Studies.

A minimum of 42 credits will be required for the Master’s degree. For those students who have deficiencies in certain skills or wish Teacher Certification, additional coursework will be required. Students who already have some of the required coursework from other institutions may transfer credits to this program in accordance with college policy. For these students, specialization electives are available.

			Semester Hours
<b>Specialization Electives (by advisement)</b>			
CS&D	514	Communication Disorders of the Aged .....	3
CS&D	531	Advanced Audiology .....	3
CS&D	535	Advanced Seminar in Communication Disorders .....	3
CS&D	586	Education of the Handicapped .....	3
CS&D	594	Independent Study .....	1-3
CS&D	595	Medical & Physical Bases of Learning Disabilities .....	3

			Semester Hours
<b>Learning Disabilities</b>			
I.	Basic Courses .....		9
	*PSYC 578	Psychological Tests & Measurements .....	3
	or		
	*ELRS 578	Testing & Evaluation .....	3
	CS&D 583	Language Disorders of Children .....	3
	or		
	READ 500	Nature of Reading .....	3
	*PSYC 563	Theories of Learning .....	3
	or		
	*PSYC 560	Advanced Educational Psychology .....	3
II.	Core Courses .....		9
	*CS&D 586	Education of the Handicapped .....	3
	*CS&D 595	Medical & Physical Bases of Learning Disabilities .....	3
	or		
	*PSYC 573	Physiological Psychology .....	3

PSYC	565	Psychology & Education of Socially & Emotionally Handicapped Children .....	3
III.		Specialization Courses .....	21
*CS&D	580	Diagnosis and Correction of Children with Learning Disabilities-I .....	3
*CS&D	581	Diagnosis and Correction of Children with Learning Disabilities-II .....	3
*CS&D	582	Remediation of Basic Skills .....	3
CS&D	589	Seminar in Research in Learning Disabilities .....	3
		Approved Electives .....	6
Selection will be determined through advisement and will be based on student's needs and interests.			

*\*Required for New Jersey certification as a Learning Disabilities Teacher-Consultant.*

### Early Childhood Special Education

			Semester Hours
I.		Basic courses .....	9
	CS&D	504 Typical & Atypical Development: Birth to Three .....	3
	CS&D	505 Typical & Atypical Development: Three to Five .....	3
	CS&D	520 Seminar in Research in Early Childhood Special Education .....	3
II.		Core Courses .....	9
	CS&D	519 Language Disordered Preschoolers: Identification & Education .....	3
	CS&D	586 Education of the Handicapped .....	3
	CS&D	595 Medical & Physical Bases of Learning Disabilities .....	3
	(Other courses may be substituted based on advisement.)		
III.		Specialization Courses .....	21
	CS&D	506 Assessment of Pre-school Handicapped Children I .....	3
	CS&D	507 Assessment of Pre-school Handicapped Children II .....	3
	CS&D	508 Parents of Young Handicapped Children .....	3
	CS&D	509 Implementing Programs for Young Handicapped Children .....	3
	CS&D	510 Field Experiences in Early Special Education .....	3
	CS&D	518 Neuromotor Development of the Young Child .....	3
	HEFM	445 The Inner City Family .....	3
			Total: 39

## **Additional Department Requirements**

1. Students pursuing a concentration in Learning Disabilities are required to take a qualifying examination to assess proficiency in the understanding of basic concepts, issues, and practices. This examination will be given prior to admittance into practica. Students apply for this examination in consultation with their advisors. If the examination is failed, appropriate plans of action will be developed by advisor and student to address the deficiencies.

2. Students in all concentration areas are required to complete successfully a comprehensive examination or project. Comprehensive projects and examinations are designed to give students an opportunity to demonstrate their ability to integrate major concepts while working closely with the faculty. Comprehensive projects and examinations are to be culminating activities in students' programs.

Note that there is a limit to the number of times a student may take the comprehensive examination. Comprehensive projects may require revisions before being accepted and there is a limit to the number of revisions allowed. Students are required to consult with their advisors for specific information on these additional department requirements.

3. Majors in Speech-Language Pathology must complete a total of 350 semester hours of supervised direct clinical experience. Up to 100 hours completed as an undergraduate will be accepted toward the requirement. Majors in Learning Disabilities must complete a minimum of 150 clock hours of supervised experience. Majors in Early Childhood Special Education must complete a field experience of 75 hours. Field placement will be determined by individual interest and can be provided both on- and off-campus.

4. Courses are offered in this department that meet prerequisite requirements in Speech-Language Pathology and for admission to the graduate program.

5. Students in the Speech-Language Pathology program have the opportunity to take work, as part of their graduate studies, that meets the requirements for a New Jersey public school certification, a New Jersey license as a Speech/Language Pathologist, and for certification by the American Speech-Language-Hearing Association.

### **Post-Master's Certification Program in Learning Disabilities**

A post-master's candidate seeking certification in learning disabilities must complete twenty-four semester hours in the area of study listed below. Qualified students, however, who have already earned a master's degree in education, reading, psychology, special education, or similar fields, may apply appropriate credits toward the 24 semester hours required for Learning Disabilities Teacher-Consultant certification. At least 12 semester hours, however, must be taken within the program at Montclair State.

**Note:** State certification requirements for Learning Disabilities Teacher-Consultants are subject to change.



# REQUIREMENTS FOR CERTIFICATE IN LEARNING DISABILITIES

The graduate advisor will examine the post-master's applicant's transcripts of completed graduate courses in order to determine which of the following courses may be applied toward certification for Learning Disabilities Teacher-Consultant:

## A. Required Studies (not necessarily in separate courses):

	<b>MSC Equivalent</b>
1. Education of the Handicapped	PSYC 564 or CS&D 586
2. Learning Theory	PSYC 563 or PSYC 560
3. Physiological Bases of Learning	PSYC 573 or CS&D 595
4. Orientation to Psychological Testing	PSYC 578 or ELRS 578
5. Remediation of Basic Skills	CS&D 582
6. Diagnosis and Correction of Learning Disabilities	CS&D 580 & 581
7. 150 clock hours supervised practicum (minimum)	CS&D 590

## B. Electives

1. Group Dynamics	COUN 559; PSYC 568
2. Teaching the Emotionally Disturbed Child	PSYC 565
3. Curriculum Development for the Handicapped	PSYC 541
4. Child Growth and Development	PSYC 561
5. Language Development and Disorders	CS&D 583
6. Teaching of the Culturally Handicapped	PSYC 553; PSYC 541
7. Interviewing and Counseling	COUN 588; PSYC 593
8. Educational Psychology	PSYC 560
9. Community Resources	COUN 581

Each student's record will be evaluated by the Office of the Registrar after completing all, or the necessary parts of the 24 semester hour requirement. If work has been satisfactorily completed, and all other requirements have been met, the student will be recommended for state certification as a *Learning Disabilities Teacher-Consultant*.

The requirements for this endorsement, in addition to the completion of the prescribed academic program are:

1. A standard New Jersey instructional certificate.
2. Three years of successful teaching experience (MSC requires two letters of recommendation from a current or previous employer and a notarized statement verifying at least three years of full-time paid employment as a teacher.)
3. A master's degree in a related field from an accredited college.

# COMMUNICATION SCIENCES AND DISORDERS

## Course Descriptions

Semester

Hours

**CS&D 500 SPEECH AND LANGUAGE ACQUISITION 3**

The nature of language and language development in young children. Acquisition of phonological, semantic and syntactic systems studied in framework of biological, cognitive, and linguistic theory.

**CS&D 504 TYPICAL AND ATYPICAL DEVELOPMENT: 3**  
**BIRTH TO THREE YEARS**

To familiarize students with the developmental stages of infants and toddlers. Particular emphasis will be placed on sensorimotor stage theory, development of the capacity for symbolic representations, and the acquisition of language. Application of developmental theory to handicapped children will be discussed.

**CS&D 505 TYPICAL AND ATYPICAL DEVELOPMENT : 3**  
**THREE TO FIVE YEARS**

To familiarize students with the developmental tasks usually accomplished in the preschool years. Particular emphasis will be placed on the development of dialogue, on the use of language in concept development, and on the development of social, memory, perceptual, and play skills. Application of developmental theory to handicapped children will be discussed.

*Prerequisite: CS&D 504.*

**CS&D 506 ASSESSMENT OF PRESCHOOL 3**  
**HANDICAPPED CHILDREN I**

Screening for and assessment of handicapping conditions in children from birth to age five are studied. Techniques and instruments commonly used, administration and interpretation of results of key instruments, and the use of data to write an effective individualized educational program (IEP) and instructional guide are presented.

**CS&D 507 ASSESSMENT OF PRESCHOOL 3**  
**HANDICAPPED CHILDREN II**

The purpose of this course is to provide an in-depth analysis of selected assessment devices that are presented on a theoretical level in *Assessment of Preschool Handicapped Children I*. A variety of instruments designed for use with infants and preschoolers will be evaluated and employed.

*Prerequisite: CS&D 506.*

**CS&D 508 PARENTS OF YOUNG HANDICAPPED CHILDREN: 3**  
**THE EDUCATOR'S ROLE**

Methods to help preschool educators cope more effectively with parents of handicapped children will be taught. Sensitivity to the problems of parenting handicapped children, the emotional and legal issues involved, and the development of the skills necessary for appropriate means of intervention will be the major focus of the course.

**CS&D 509 IMPLEMENTING PROGRAMS FOR YOUNG HANDICAPPED CHILDREN 3**

The principles of learning and teaching will be applied to the preschool handicapped child. Adapting major curriculums and implementing IEPs (Individualized Educational Plans) in various settings will be the major focus of the course.

*Prerequisite: CS&D 506.*

**CS&D 510 FIELD EXPERIENCES IN EARLY SPECIAL EDUCATION 3**

Supervised experience in diverse field settings with preschool children, including typical and atypical children, and in an urban setting is provided. Seventy-five (75) clock hours of field experience is required.

**CS&D 511 LANGUAGE DISORDERS OF ADULTS 3**

This course is devoted to an advanced study of adult aphasia and other communication disorders associated with neuropathologies of adulthood.

**CS&D 512 ADVANCED DIAGNOSIS OF COMMUNICATION DISORDERS 3**

Continuation of diagnostic procedures including tests for multiple handicapped children with communication disorders. Opportunities provided for interviewing parents, testing and report writing.

**CS&D 515 SEMINAR IN VOICE DISORDERS 3**

Selected disorders of voice production. Consideration given to etiology, pathology and therapy related to vocal nodules, contact ulcers, paralysis of the vocal cords and other organic voice problems. Speech rehabilitation techniques for the laryngectomized and for persons with cleft palate conditions.

**CS&D 517 ARTICULATION DISORDERS 3**

This course provides an in-depth study of articulation problems of children and adults with major emphasis on assessment and treatment. Consideration is given to the speech problems associated with orofacial abnormalities, as well as to the management of dysarthria and apraxia in children and adults.

**CS&D 518 NEUROMOTOR DEVELOPMENT OF THE YOUNG CHILD 3**

The study of typical and atypical patterns of neuromotor organization and development, including general principles of stability, mobility, and the equilibrium as they influence postural stability is presented. Implications for the educator of the young handicapped child will be stressed.

**CS&D 519 LANGUAGE DISORDERED PRESCHOOLERS: IDENTIFICATION/EDUCATION 3**

A study of typical and atypical patterns of language development in the child from the pre-verbal period of infancy to the age of five will be undertaken.



**CS&D 520 SEMINAR IN RESEARCH IN EARLY SPECIAL EDUCATION 3**

Research design, statistical analysis and methods for writing a research paper are studied. Significant problems in the field of early special education are investigated and discussed. Published research projects are evaluated.

**CS&D 521 CLINICAL PROCESS AND PROCEDURES IN SPEECH-LANGUAGE PATHOLOGY 3**

The course provides an orientation to clinical practice in speech-language pathology. The clinical process is presented as a construct which interfaces interpersonal dynamics with preferred professional practices. A decision-making continuum is applied to the interpretation of client needs as a basis for developing goals, planning treatment procedures, documenting treatment and planning for referral and/or discharge.

**CS&D 531 ADVANCED AUDIOLOGY 3**

Increases skills in administering tests for pure-tone and speech reception thresholds; evaluation and interpretation of test results and analysis of client histories. Hearing aid evaluation, measurement of recruitment and tests for psychogenic deafness and malingering; pre- and post-surgical audiometry and special problems of differential diagnosis in testing children.

*Prerequisite: CS&D 468 Clinical Procedures in Audiology or equivalent course.*

**CS&D 534 SPEECH AND HEARING SCIENCE 3**

Study of basic acoustics, memory, and perception. Advanced study of anatomy and physiology of the speech and hearing mechanisms. Commonly used instrumentation will be discussed.

*Prerequisite: Graduate status.*

**CS&D 535 ADVANCED SEMINAR IN COMMUNICATION DISORDERS 6**

Diagnostic, therapeutic and evaluative techniques employed in working with children and adults who have speech disorders of organic etiology.

*Prerequisite: Permission of graduate advisor.*

**CS&D 562 INTERMEDIATE PRACTICUM IN COMMUNICATION DISORDERS 3**

Supervised clinical practice with children and adults presenting a variety of communication disorders.

*Prerequisites: CS&D 309, 383, 461.*

**CS&D 573 ORGANIZATION AND ADMINISTRATION OF SPEECH AND HEARING PROGRAMS 3**

Clinical programs in the public schools and other settings. Testing, scheduling, grouping and record-keeping. The role of clinician in relation to administrators, teachers, specialists in related areas, parents and paraprofessionals.

*Prerequisite: To be taken prior to student teaching.*

**CS&D 576 AURAL REHABILITATION 3**

Advanced study of theory and techniques for developing speech reading and auditory training programs for the hearing impaired. Also considered will be basics of American sign language and social and vocational concerns.

*Prerequisites: CS&D 368 Clinical Procedures in Audiology; graduate status.*

**CS&D 580 DIAGNOSIS AND CORRECTION OF CHILDREN WITH LEARNING DISABILITIES I 3**

Conceptual model of learning disabilities; parameters of the diagnostic evaluation of the child who is failing school. Tests demonstrated; students trained in analyzing results and prescribing individualized educational plans.

**CS&D 581 DIAGNOSIS AND CORRECTION OF CHILDREN WITH LEARNING DISABILITIES II 3**

Continuation of CS&D 580. Developing instructional plans from diagnostic data. Parameters of managing learning disabled children within and outside the regular classroom; consultation techniques for use with classroom teachers.

*Prerequisite: CS&D 580.*

**CS&D 582 REMEDIATION OF BASIC SKILLS 3**

Techniques for remediation of reading, writing, spelling, arithmetic, speaking and listening problems with children who are performing poorly in school.

*Prerequisites: CS&D 580, 581.*

**CS&D 583 LANGUAGE DISORDERS OF CHILDREN 3**

Psycholinguistic components of language, factors involved in language development and language disorders associated with developmental lag, childhood aphasia, deafness, retardation, and emotional problems.

*Prerequisites: CS&D 500 or equivalent for Speech Pathology majors, CS&D 580 for Learning Disabilities majors.*

**CS&D 584 CLEFT PALATE AND ORAL DEFORMITIES 3**

Etiology and characteristics of cleft palate and oral deformities or malfunctions in children; speech therapy and surgical repair procedures. Unit on tongue thrust therapy included.

**CS&D 585 STUTTERING 3**

Principles and methods of speech therapy with children and adults who stutter. Methods of evaluation, specific techniques of speech therapy, and principles coordinating speech therapy with home and school life. Demonstrations with children who stutter serve as the basis for study and discussion.

**CS&D 586 EDUCATION OF THE HANDICAPPED 3**

Role of the teacher on the professional team, state and federal legislation relating to handicapped children and adults and community resources for the special child.

**CS&D 589 SEMINAR IN RESEARCH IN LEARNING DISABILITIES 3**

Significant problems in the field of learning disabilities are investigated, and published research projects evaluated. Critical analysis and experimental design are emphasized.

*Prerequisites: Permission of graduate advisor and CS&D 580, 581, 582.*

**CS&D 590 PRACTICUM IN LEARNING DISABILITIES 3**

Clinical diagnosis and teaching of children with learning disabilities. Supervision by departmental staff is given to fulfill the 150 hour requirement. Arrangements can be made for both on-campus and off-campus experiences. (Matriculated L.D. majors).

*Prerequisites:* CS&D 580, 581, 582, instructor's permission.

**CS&D 592 SEMINAR IN RESEARCH IN SPEECH PATHOLOGY 3**

Significant problems in the field are investigated and published research projects evaluated. Critical analysis and experimental design are emphasized.

*Prerequisite:* Instructor's permission.

**CS&D 594 INDEPENDENT STUDY 1 - 3**

Students select an area of communication sciences and disorders and, with advisement, study the literature in the field, observe related programs at special schools and centers and write reports on findings. Regular conferences with instructor for guidance and evaluation.

*Prerequisite:* Instructor's permission.

**CS&D 595 MEDICAL AND PHYSICAL BASES OF LEARNING DISABILITIES 3**

Critical dimensions of the neurological and physiological growth of the child. The scope and meaning of the pediatric and neurological examination and relevance of medical data to explain learning disorders. Aspects of drug and nutritional therapy will be explained.

**CS&D 597 PRACTICUM AND SEMINAR IN TEACHING HANDICAPPED CHILDREN 3**

The course provides students with direct experience in teaching children who are intellectually, physically, emotionally and/or developmentally handicapped in a controlled internship program. Students learn to analyze and carry out individualized education programs developed by child study teams. In addition to 90 hours of direct clinical teaching in an approved placement, each student must participate in class seminars, conferences and planning sessions.

**CS&D 598 PROBLEMS AND ISSUES IN COMMUNICATION DISORDERS 3**

This seminar is designed to introduce newly emerging topics in communication disorders, including cognitive rehabilitation of closed-head injured patients, dysphagia, and augmentative/alternative communication for the nonspeaker. Literature review and prescribed observations will provide the foundation for studying the nature, characteristics, epidemiology, and the assessment/treatment protocols of the pertinent pathologies.

*Prerequisite:* Graduate status.

**CS&D 599 ADVANCED PRACTICUM IN SPEECH PATHOLOGY 3**

Practical application of diagnostic and rehabilitative techniques with children and adults who have major speech and language problems. Qualified students participate in specialized laboratory experiences: planning and supervising speech therapy sessions, providing rehabilitative services, interviewing applicants and administering audiometric tests.

*Prerequisite:* 60 clinical hours in speech practicum.



# COUNSELING, HUMAN DEVELOPMENT AND EDUCATIONAL LEADERSHIP

*Chairperson and Graduate Advisor: Dr. Arlene King*

*Program Coordinators: Alcoholism Study, Dr. Eileen Smith-Sweet*

*Counseling Fieldwork, Dr. Richard Grey*

*Administration and Supervision, Dr. Ronald Armengol*

*Educator/Trainer Program, Dr. David Weischadle*

*Counseling, Dr. Arlene King*

Counseling programs in both the public and private sectors, corporate and business training and organizational development activities, and educational administration and supervision roles are integral parts of the American way of life. The mission of the department is to provide qualified and trained personnel for positions of responsibility in these various program areas, enabling organizations to meet the changing needs of society.

In counseling, the department prepares students for work with diverse populations in a variety of settings in the following areas: individual/group counseling, substance abuse counseling, human resources counseling, guidance counseling, school social work, and student personnel services in higher education.

In the growing area of training and development, the department offers opportunities to current and prospective professionals to gain new knowledge and skills in management education, program planning and organizational analysis.

In educational administration and supervision, the department provides leadership programs for individuals to develop the knowledge and competencies for positions as principals, department supervisors, school business administrators, superintendents, and other personnel.

From the initial core of courses through the field work experience, the department offers courses to train counselors, human services personnel, and educational trainers to work with minority communities, women, families, adult learners, substance abusers, businesses and industrial settings, as well as to work in traditional roles in public school administration, supervision, school guidance, and school social work.

An initial core program, consisting of four courses applicable to counseling, educational training or administration and supervision is required of all students entering the program. The specific core to be followed will be determined under the guidance of the department's Graduate Advisor. After successful completion of the core, the student and the Program Coordinator will work out an individual program designed to meet his/her particular interests and needs.

# CERTIFICATION PROGRAMS IN COUNSELING

The department continues to emphasize state certification programs for guidance counselors and school social workers. Both of these state certifications require additional credentials. The Student Personnel Services Certification for guidance counselors requires a teaching certificate and one year of full time teaching experience under certification. Those wishing to be certified as school social worker must have a minimum of 3 years of teaching experience or 3 years of experience in social work under approved supervision. Students should consult their graduate advisor for specific certification requirements for each of these programs. Courses are also available for persons seeking certification as Director of Pupil Personnel Services and for individuals interested in completing all academic requirements for certification in alcoholism counseling (CAC) and Substance Awareness Coordinator Certification.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN COUNSELING, HUMAN SERVICES AND GUIDANCE

	Semester Hours
I. Core Courses .....	12
Required of all students regardless of specialization.	
COUN 559 Dynamics of Group Process .....	3
COUN 577 Counseling Theories .....	3
COUN 588 Techniques of Interviewing and Counseling .....	3
ELRS 503 Methods of Research .....	3
II. Matriculation Interview with Coordinator	
III. Required Courses .....	27
These courses will be decided after the four core courses have been completed, and the student has decided upon a specialization. Here are a few of the choices available:	
(a) Human Services which permit such areas of specialization as:	
Individual Counseling	
Group Counseling	
Human Resources and Organizational Development	
Counseling in Higher Education	
Alcoholism Counseling	
Substance Awareness Counseling	
(b) State Certification Program in Guidance and Counseling	
(c) State Certification Program in School Social Work	
(d) Dual Certification Program for both Guidance and Counseling and School Social Work	

IV.	Fieldwork .....	6
	The fieldwork in each concentration consists of field placements approved by the Fieldwork/Practicum coordinator. A minimum of 300 hours of observation and contact with clients at the field site is required. Seminars will accompany the field experience.	
V.	Comprehensive Examination or Thesis	
	Nearing completion of the program, the student will register for the comprehensive examination given in the Fall or the Spring. Students selecting the thesis option should register for COUN 650 Research Seminar and Thesis Writing.	
		Minimum Semester Hours: 45

# REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ADMINISTRATION AND SUPERVISION

(For school personnel)

Three years of successful teaching experience under certification are required for certification as Supervisor or Administrator. The program for principals is designed to meet the requirements enacted by the New Jersey Department of Education .

## PROGRAM REQUIREMENTS

			Semester Hours
I.	Deferred Matriculation Courses .....		12
	COUN 559 Dynamics of Group Process .....		3
	ELAD 510 Educational Administration .....		3
	ELAD 521 Education Law .....		3
	ELRS 503 Methods of Research .....		3
II.	Matriculation Interview with Coordinator		
III.	Required Courses .....		9
	CURR 530 Principles of Curriculum Development .....		3
	ELAD 540 Supervision I .....		3
	Approved Graduate Course in Social and Behavioral Sciences or Humanities .....		3
IV.	Elective Courses (Select one) .....		3
	CURR 534 Strategies for Curriculum Change .....		3
	ELAD 520 Systems Analysis .....		3
	ELRS 550 Critical Thinking and Learning .....		3
	ELRS 580 Learning: Process and Measurement .....		3
	PSYC 563 Theories of Learning .....		3



V.	Specialization Courses .....	21
	ELAD 512 Administration of Elementary Schools .....	3
	OR	
	ELAD 513 Secondary School Administration .....	3
	ELAD 522 Use of Computers in Educational Administration .....	3
	ELAD 526 School Business Administration .....	3
	ELAD 543 The Clinical Supervisor .....	3
	ELAD 621 School Plant Planning .....	3
	ELAD 622 School Finance .....	3
	ELAD 643 Staff Personnel Administration and Supervision .....	3

Electives to be selected after consultation with the advisor, and listed in the Master of Arts work program. They may be selected after consultation with the advisor, and listed in the requirements. Certain courses outside the School may be selected. A concentration in Media or Educational Research and Evaluation is possible with Supervisor's Program.

VI.	Field Experience .....	3
	ELAD 615 Supervised Field Experience in Administration and Supervision .....	3
VII.	Comprehensive Examination	

Minimum semester hours: 48

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ADMINISTRATION AND SUPERVISION- CONCENTRATION FOR EDUCATOR/TRAINER

### (Training Personnel)

This program provides solid scholastic foundations with close observation of the applications and implementation of theoretical principles. Graduates will serve as supervisors of trainers in corporate management, basic skill training in industry, civil service training, library/museums, health services, banks, research project management, and human resource management. Graduates of this program will learn to:

1. Develop a personal philosophy of organizational training consistent with the related theories of adult learning and human development.
2. Develop effective leadership skills in educational training programs.
3. Analyze organizations and plan programs and strategies for increased effectiveness.
4. Develop techniques for interpersonal and group problem solving and decision-making.
5. Develop skills in managing change and conflict.
6. Interpret research findings and design and implement research techniques to their organizational needs.

# PROGRAM REQUIREMENTS

I.	Core Courses .....	12
	ELRS 503 Methods of Research .....	3
	COUN 559 Dynamics of Group Process .....	3
	ELAD 509 Administration of Education and Training Programs .....	3
	ELAD 542 Supervisory Skills for Education and Training Personnel .....	3
II.	Matriculation Interview with Coordinator .....	
III.	Required Courses .....	9
	ELAD 531 Program Planning and Development .....	3
	Approved Psychology Course .....	3
	Graduate Course in Testing or Approved Elective .....	3
IV.	Specialization Courses .....	15
	ELAD 628 Field Experience or Internship .....	3 or 6
	Electives in major field approved by advisor .....	12 or 9
V.	Comprehensive Examination .....	

Minimum Semester Hours: 36

A student must apply for deferred matriculation before completing six semester hours of course work in any of the programs offered by this department.

Final action on full matriculation is based on requirements of the Office of Graduate Studies, the Department and any special individual requirements assigned to the student by the department's advisor/program coordinator.

## COUNSELING, HUMAN DEVELOPMENT AND EDUCATIONAL LEADERSHIP

### Course Descriptions

	Semester Hours
COUN 550 ADVANCED PROCEDURES IN GROUP COUNSELING	3
This is an advanced course for students who have demonstrated an interest in and an aptitude for the group process through the successful completion of	
COUN 559 <i>Dynamics of Group Process</i> . This course combines theory with experience.	
It focuses on the examination of systematic approaches for the understanding of leadership in group counseling. Each student must make available the hours of 5:00-9:00 p.m. on the night the course is offered.	
<i>Prerequisite: COUN 559 or instructor's permission.</i>	

**COUN 557 TECHNIQUES AND EXERCISES IN GROUP DYNAMICS 3**

A structured experiential course: participating in and evaluating activities and exercises of individuals who work with small groups. Students will modify old designs and create new ones as they compile their own ideas, forms and exercises.

*Prerequisite: COUN 559 or equivalent course, instructor's permission.*

**COUN 558 CONSULTATION IN ORGANIZATIONAL DEVELOPMENT 3**

A laboratory based course which focuses on the role of the organizational consultant. Emphasis on planning, providing help and evaluating activities. Diagnostic and behavioral skills to aid individuals and groups within organizations will be developed. Designed for those considering consultation work in business, industry, government, penology, education and community organizations.

*Prerequisite: COUN 599 and 568, or instructor's permission.*

**COUN 559 DYNAMICS OF GROUP PROCESS 1 - 3**

A laboratory-based course for the development of group skills and understandings. Focus is on experimental learning and personal growth. Readings in human interaction theory will be related to actual group participation.

**COUN 560 MEDICAL PROBLEMS IN EDUCATION 3**

In this course the role of the educator is studied in relation to the following subject areas: childhood, chronic and contagious diseases, nutritional problems, narcotics and psychosocio-medical pathologies. The impact of health problems on the family, school and community is emphasized throughout. Required for certification in school social work.

**COUN 561 MARITAL AND FAMILY THERAPY 3**

This course focuses on the core concepts fundamental to an understanding of marital and family therapy. Emphasis is on a frame of reference for family therapy strategies and review of current research on family process and treatment. Course is intended for practitioners in the helping professions, including social workers, counselors, ministers, probation and parole officers, alcohol and drug counselors.

*Prerequisites: Core courses and approval of instructor.*

**COUN 562 SOCIAL CASE WORK I 3**

This course examines the theory and practice of social casework. Focus is on developing casework techniques in interviewing, diagnostic skills and intervention modalities. Utilizing case studies from school settings and social agencies, critical examination of major casework methods are undertaken in terms of diagnosis and functioning and intervention appropriate for the social treatment of a client - child or adult. Emphasis is on school social work, the child study team, the broad range of learning and behavioral problems, the appropriate use of casework help, the relationship between theory and practice and developing beginning skills in transferring and using knowledge appropriate to problem situations in the school and community. Required for certification in school social work.



**COUN 563 SOCIAL CASEWORK II 3**

This course is a continuation of Social Casework I on a more advanced level. It entails critical examination of major social work methods in diagnosis, social functioning and relevant intervention techniques appropriate for the social treatment of individuals. Required for certification in school social work.

*Prerequisite: COUN 562 or equivalent course.*

**COUN 564 CASEWORK WITH CHILDREN 3**

This course examines casework intervention for youthful clients. Focus is on the scope and specific goals in treating children/adolescents experiencing problems associated with the life stages. Emphasis is on the treatment and prevention of drug and alcohol abuse and other self-destructive behaviors; dysfunctional families and problem children; and knowledge of theories and application of child and adolescent development.

*Prerequisite: COUN 562 or equivalent.*

**COUN 565 ROLE OF SCHOOL SOCIAL WORKER 3**

This course examines the historical development of social work in a school setting; its functional relationship to other supportive services, e.g. child study team, guidance and counseling and administration. Implicit in this course is the understanding of "brief casework" as the primary treatment tool for problem solving and the importance of social diagnosis, knowledge of and ability to relate to community resources, consultative and referral skills and ability to function in a nonsocial setting.

**COUN 566 FIELD WORK-GROUP LEADERSHIP 3**

On-the-job training for group workers to sharpen diagnostic and behavioral skills. Students will join an ongoing task centered group either as a member or its leader and will make a problem diagnosis, procedural plan and a method of evaluation. In-progress and final reports will be discussed.

*Prerequisite: COUN 559 or instructor's permission.*

**COUN 567 RESEARCH SEMINAR IN GROUP PROCESSES 3**

Students develop, carryout and evaluate a research project in small group processes. They work singly or in groups to investigate the application of group work to their major fields of interest.

*Prerequisite: COUN 559.*

**COUN 568 THEORIES OF CONSULTATION 3**

Problems and current practices in small group interaction, social restructuring and cultural encounter. Survey of literature on the influence of interaction on small group behaviors, learning theories, leadership, decision making, social reconstruction, value conflict and perception of self and others.

**COUN 570 COUNSELING ADULTS 3**

This course is designed to identify the special needs of adults as they seek counseling. Special attention is given to the counseling needs of college students, adults returning to academic environs, women, minority groups, the handicapped, and other adults with special needs. Case studies, field visits, and supervised practice will be basic techniques employed.

*Prerequisite: COUN 577 or instructor's permission.*

**COUN 571 PEER COUNSELING 3**

An advanced course dealing with the concept and experience of peer counseling. The development, organization, implementation, and evaluation of peer counseling programs and activities: This course involves lectures, seminars, and laboratory experiences. In laboratory, students counsel each other. In seminar, they evaluate their peer counseling activities.

*Prerequisites: COUN 559, 577.*

**COUN 572 SELF-CRITIQUING FOR IMPROVED COUNSELING COMPETENCE 3**

Presentation of a theory and system for improving one-to-one counseling through a process of self-critiquing tape recorded interviews of counseling sessions conducted by course participants. Specific counseling behaviors are identified and examined and strategies are developed leading to the attainment of individual behavioral goals.

*Prerequisite: COUN 588 or equivalent course.*

**COUN 573 COUNSELING FOR CAREER MOBILITY 3**

Course designed for counselors, staff development administrators, personnel counselors, trainers, individuals involved in career planning and personal development for employees or clients in academia, social agencies, business/industry. Prepare professionals to use current appropriate counseling techniques in career areas. Focus on career awareness and the changing market, possibilities of vertical/horizontal career mobility, job re-entry/retraining, and learning skills to facilitate self-awareness in relation to the world of work.

**COUN 574 COUNSELING IN AN INDUSTRIAL SETTING: EMPLOYEE ASSISTANCE PROGRAM (EAP) 3**

Course focuses on counseling in the industrial/business environment; emphasis is on a frame of reference for intervention, assessment, diagnosis, treatment and referral. Reviews the history of employee assistance programs, discusses conceptual models, strategies and tactics of counselor intervention, clarifies other important issues related to organizational and employee needs. Differences between using resources in the work place and community agencies are explored.

*Prerequisites: Core courses or instructor's approval.*

**COUN 576 ACTION METHODS IN COUNSELING 3**

Course is designed to provide an opportunity for students to experience and to develop facility with counseling methods which will enable their clients to explore the roles that they play in their daily lives and to find new and more effective ways of expressing these roles. Through the use of action-oriented techniques, students will increase their spontaneity and will be freer to unfetter creativity in others.

**COUN 577 COUNSELING THEORIES 3**

Entails a comprehensive study of the major schools of thought in psychotherapies, existentialism, Rogerian psychology, rational and motive, and psychoanalysis, among others, are studied in the context of social work, counseling, and psychological practice. Emphasis is in helping prospective human service professionals in recognizing that different theories are effective not because of their unique elements, but because in practice they include the basic common elements of all theories.

**COUN 581 COMMUNITY RESOURCES 3**

This course deals with the various agencies, industries and institutions available in the surrounding communities for use in guiding and referring clients. In addition to becoming familiar with the location and nature of these facilities students learn the techniques for arranging client interviews and visits. Class discussion and personal research are supplemented by field trips.

*Prerequisite: COUN 577.*

**COUN 582 CAREER COUNSELING 3**

Covers the principles of career guidance, use of tests and interest inventories in career guidance, sources and usage of career information, theories of career development, counseling on how to find and hold a job, and placement activities. Also includes an introduction to career education. Students will visit industries and post-secondary training.

*Prerequisite: COUN 577.*

**COUN 583 EDUCATIONAL GUIDANCE 3**

This course is concerned with the facilities available for education after high-school graduation, the problem of further training for pupils leaving school before completing high school programs of alternative education, and the academic problems of students while in school. A brief survey of colleges and college admission procedures is made.

*Prerequisite: COUN 577.*

**COUN 584 GROUP COUNSELING: THEORY AND PRACTICE 3**

Course is designed to familiarize counselors, social workers, and other practitioners with the use of group counseling methods for the facilitation of personal growth; the treatment of social and emotional disorders and the socioemotional education and enrichment of the individual. Entails examination of the historical and cultural context for group methods. Emphasis on diagnosis, group membership, group process, relevant social, psychological and educational theories in group behavior, treatment and strategies.

**COUN 585 GROUP GUIDANCE AND COUNSELING ACTIVITIES 3**

This course places emphasis on the distinctions between guidance and counseling techniques and the appropriate group activities for each purpose.

*Prerequisite: COUN 577.*

**COUN 587 ADMINISTRATION AND SUPERVISION OF GUIDANCE PROGRAMS 3**

Developing and administering programs of student registration, theory and techniques of scheduling, and supervisory responsibilities of the director of guidance. Coordinating guidance activities in a multi-school district or agency. Examination of current guidance practices; formation of proposals for improvement in programs where the student is working as a counselor and/or director.

*Prerequisite: COUN 577, 589 or equivalent course.*



**COUN 588 TECHNIQUES OF INTERVIEWING AND COUNSELING 3**

Included in this course are techniques applicable to the interviewing and counseling of individuals and small groups. Directive as well as client-centered approaches are utilized. Specific attention is given to techniques such as role-playing, case studies, and audio/video tape feedback.

*Prerequisite: COUN 577.*

**COUN 589 STUDENT PERSONNEL SERVICES IN HIGHER EDUCATION 3**

The course is a study of the student personnel functions in two-year and four-year colleges. The areas to be included are: personal counseling, financial aid, dormitory management, health programs, student activities and social programs; course selection, job placement, college admission and academic retention, administration and supervision of the program.

**COUN 590 COUNSELING THE ALCOHOLIC AND THE SUBSTANCE ABUSER 3**

Describes methods of assessment, treatment planning and charting. Explains the defense structure of the substance abuser. Discusses ethical issues and counseling with special populations as well as children and adult children of alcoholics. Demonstrates individual and group counseling skills.

**COUN 591 SEMINAR IN ALCOHOLISM AND SUBSTANCE ABUSE COUNSELING 3**

Emphasizes family treatment with alcoholism and drug problems and typical effects on spouse and children. Screening, assessment, diagnosis and treatment management are explored. Crisis intervention, relapse prevention, ethical issues and special populations are discussed.

*Prerequisite: COUN 590.*

**COUN 595 MULTICULTURAL COUNSELING 3**

Students will examine the concept of culture; consider their own values; analyze American middle class norms and their relationship to the counseling profession; and study diverse multicultural viewpoints with a close look at certain specific populations. The perspective will be one of sociology/anthropology joined to the psychological/counseling approach.

**COUN 601 WORKSHOP IN EDUCATION GUIDANCE 3**

Students will be exposed to experiences designed to reinforce previous leadership and membership skills. They will have the opportunity to develop, carry out and evaluate a project concerned with small groups. Students may work singly or in groups to carry out their project designs.

**COUN 640 THE MENTALLY IMPAIRED AND CHEMICALLY ADDICTED CLIENT 3**

Provides concentrated study of a difficult substance abuse treatment population. Emphasized major theoretical issues drawn from recent research and clinical developments; includes consideration of assessment, treatment and after care perspectives, utilizing current approaches and specific techniques.

*Prerequisites: COUN 450 and COUN 590.*

**COUN 650 RESEARCH SEMINAR AND THESIS WRITING 3**

This course may be substituted for the Comprehensive Exam. It is available on a year-long basis, with an Incomplete granted at the end of the first semester to allow students the full year stipulated to complete a thesis. Students must follow the MSC Thesis Guidelines which may be obtained from the Graduate Studies Office and consult their departmental advisor before beginning the process.

**COUN 651 STRATEGIES IN GERONTOLOGICAL COUNSELING 3**

This course provides perspectives on gerontological counseling. Emphasis is on the physical, psychological and social factors as they influence treatment planning, strategies and techniques of counseling.

*Prerequisites: COUN 577, 588.*

**COUN 652 COUNSELING THE FAMILY 3**

Study of the theory and dynamics of family therapy. Leading proponents of different schools and current practice in the field will be discussed. Techniques will be illustrated to clarify concepts. Developmental stages of child, adolescent, adult and family will be addressed.

*Prerequisite: COUN 577.*

**COUN 654 SUPERVISED FIELD WORK IN COUNSELING 3**

This course requires that students participate in field placements appropriate to their specialization of training. Students will observe/participate in activities at the site to which they are assigned; write detailed accounts of their observations and experiences; and attend regularly scheduled seminars.

*Prerequisites: 21 semester hours in master's degree program, permission of fieldwork coordinator.*

**COUN 661 GROUP DEVELOPMENT LABORATORY I 3**

Seminar experiences as a core for advanced study in organizational leadership. Group participation and periodic opportunities to examine the problems of a group and the effects of individual behaviors in group development. Methods of applying this experience to the improvement of communication in client organizations.

*Prerequisites: COUN 559 or equivalent course, instructor's permission.*

**COUN 662 GROUP DEVELOPMENT LABORATORY II 3**

Seminar experience as a core for advanced study in organizational leadership. Group participation and periodic opportunities to examine the problems of a group and effects of individual behaviors in group development. Methods of applying this experience to the improvement of communication in client organizations.

*Prerequisites: COUN 559, 661 or instructor's permission.*

**COUN 663 GROUP LABORATORY DESIGN 3**

This course will focus on the translation of client needs into designs for programs of experiential and cognitive learning opportunities. Students will study models of programs which have been used for colleges, schools, businesses, and other organizations. They will then discuss the theoretical aspects involved and participate in the planning, carrying out, and evaluation of current laboratories, workshops, and conferences.

*Prerequisite: COUN 559.*

**COUN 664 INDEPENDENT STUDY****1 - 3**

An opportunity to study in depth areas of human services which are not offered in the regular curriculum, under the direction of department faculty member. Semester hours determined by the department chair following consultation with departmental research committee. Advanced individual study on problems beyond what can be accomplished in the classroom. Credit may be obtained for an approved course or seminar related to the student's special area of interest.

*Prerequisites: ELRS 503 Methods of Research, chairperson's permission.*

**COUN 666 ETHICAL AND LEGAL ISSUES IN COUNSELING****3**

This course will include a study of ethical theory in relation to legal and moral issues in counseling. Conflicts and value problems will be looked at. Ethical principles and specific cases facing counselor will be included. Specific problems in thinking and counseling strategies as well as marketing of services and conduct of individual counselors will be studied.

*Prerequisite: COUN 577, or instructor's permission.*

**COUN 671 THE USE OF SELF-HELP PROCEDURES  
IN COUNSELING****3**

This course provides students with the opportunity to review, in a laboratory setting, the vast array of self-help materials and procedures available to the general public. Through experiential application, students will become familiar with step-by-step procedures, appropriate application and evaluation of self-help materials in the counseling process.

*Prerequisites: COUN 577, 588, instructor's permission.*

**COUN 672 COUNSELING THE AGING****3**

This course deals with the long-range preventive counseling and crisis intervention in critical stages of the aging process. Covered are such topics as: job change, economic upheaval, sexuality, changing family structure, chronic illness, death and dying.

*Prerequisite: At least 1 year counseling experience or department chairperson's permission.*

**COUN 673 COUNSELING FOR SEX EQUALITY****3**

This course is designed to help student become more aware of the overt and more subtle aspects of sex inequality in our culture; the need for individual and group counseling strategies to overcome sex bias; and the development of counseling skills needed to implement these strategies.

**COUN 674 SUPERVISED FIELDWORK IN COUNSELING II****3**

This course requires that students participate in field placements appropriate to their specialization of training. Students will observe/participate in activities at the site to which they are assigned; write detailed accounts of their observations and experiences; and attend regularly scheduled seminars.

*Prerequisites: COUN 654 and permission of fieldwork coordinator.*

**COUN 676 PRACTICUM: GROUP COUNSELING II****3**

An advanced course for those practicing group leaders who wish to enhance their group leading skills. The students will meet and discuss their concerns and experiences. In this way they will be able to reinforce their present beliefs; have an opportunity to explore others' values and evolve alternative ways of working with groups.

*Prerequisites: COUN 656 and permission of fieldwork coordinator.*



**COUN 680 STUDENT PERSONNEL SERVICES TEAM 3**

Establishing the philosophy, membership, roles and functions of the various services that compose the personnel services team.

**ELAD 509 ADMINISTRATION OF EDUCATION AND TRAINING PROGRAMS 3**

This course prepares the present or prospective administrator to manage an education or training program in a nonschool setting. Administrative theory, organizational functions, personnel and staff requirements as well as program design and development will be examined and studied. The course is designed for the educational administrator in both public and nonpublic agencies as well as in profit-making or nonprofit organizations.

*Prerequisite: One and one-half years of work experience.*

**ELAD 510 EDUCATIONAL ADMINISTRATION I 3**

Nature and dynamics of organizations from the viewpoints of social and behavioral sciences. Leadership, decision-making, conflict resolution and other theories considered in the educational setting. Impact of environmental and personal forces on organizational behavior.

*Prerequisite: One and one-half years of successful teaching under certification.*

**ELAD 512 ADMINISTRATION OF ELEMENTARY SCHOOLS 3**

Educational leadership required for effective elementary school organization and administration. Changing role of the principal, relationships with staff and students and current principles, practices and techniques with regard to scheduling, staff utilization, plant operation, student activities and school community relations.

*Prerequisite: ELAD 510 Educational Administration I*

**ELAD 513 SECONDARY SCHOOL ADMINISTRATION 3**

Special administration problems of the junior and senior high school. Recruitment of staff; scheduling of teachers, organization and school morale, and recent experiments of organizational structure. Supervision of instruction as a major function of administration. Current demands of adults in the community. How the secondary school operates in relation to the elementary school and higher education to help design education as a continuous process. Students write a paper on a special administrative problem.

*Prerequisite: ELAD 510.*

**ELAD 520 SYSTEMS ANALYSIS IN EDUCATION AND TRAINING 3**

Latest techniques in operations research for educational purposes. Systems analysis techniques studied and utilized by student in an instructional, curriculum or administrative mode. Simulation techniques in classroom-oriented activities.

*Prerequisite: ELAD 510 and CURR 530.*

**ELAD 521 EDUCATION LAW 3**

Legal-theory, practical politics, relationship of school district organization to other units of government, appellate function of the state Commissioner of Education and the state Board of Education, New Jersey school laws (Title 18A of the revised statutes) and rules and regulation of the state board of education and their decisions. New Jersey school legal structure compared with that of other states.

**ELAD 522 USE OF COMPUTERS IN 3****EDUCATIONAL ADMINISTRATION**

This introductory course provides for the school administrator an overview of the computer, its development and applications in education, and the nature of the computer operational requirements in an educational organization. Also included will be the elements of an educational management information system (EMIS), computer staff supervision, and use of computers in such areas as testing, record keeping, attendance and report preparation.

*Prerequisite: ELAD 510.*

**ELAD 524 EDUCATION LAW II 3**

This course is principally designed for the experienced public school teacher, administrator and board of education member. Such topics as school district and employee liability, negligence, and the constitutional and statutory rights of the school employee and student are fully explored. Pertinent administrative law and court decisions are reviewed using the case study method.

*Prerequisite: ELAD 521.*

**ELAD 526 SCHOOL BUSINESS ADMINISTRATION 3**

Role of school business administration in the public school. Various functions, structures and techniques of operation. Simulation techniques utilized to construct both a traditional and PPBS budget.

*Prerequisite: ELAD 510.*

**ELAD 531 PROGRAM PLANNING AND DEVELOPMENT 3**

This course provides education and training personnel with experience in the principles and techniques of designing training programs in the organizational setting. Special attention will be placed on organizational needs analysis and program development in skills areas and staff development. Students will design a total program and individual lessons for education and training efforts in a variety of simulated settings.

*Prerequisite: One and one-half years of work experience.*

**ELAD 540 SUPERVISION I 3**

School personnel as principals, coordinators and department and subject area supervisors in elementary and secondary schools. Contribution of supervisors in instruction and in supporting the professional work of classroom teachers.

*Prerequisites: Two years of teaching experience and ELAD 510.*

**ELAD 542 SUPERVISORY SKILLS FOR EDUCATION 3  
AND TRAINING PERSONNEL**

This course provides the present and prospective education and training supervisor in a public or nonpublic, profit or nonprofit setting with instruction in course/program assessment, personnel selection procedures, staff evaluation processes, and material/equipment procurement. Also included is training manual development and use.

*Prerequisite: ELAD 509.*

**ELAD 543 THE CLINICAL SUPERVISOR 3**

Role of the supervisor in implementing clinical supervisory practices. Simulation techniques utilized to develop observation and conference techniques as well as the development of professional improvement plans.

*Prerequisites: ELAD 510, ELAD 540.*

**ELAD 545 LEADERSHIP SKILLS IN COMMUNICATION 3**  
**FOR THE EDUCATOR/TRAINER**

This course provides experience in basic leadership skills for the educator/trainer: communication skills, report writing skills, listening skills, and presentation skills. Students will prepare actual reports, presentations, and reactions, verbal and/or written, to problem situations. Audio and video taping of individual skills presentation of simulated situations will be an important component of the course. Increasing training and supervisory effectiveness through the improvement of communication skills will be the major focus of this course.

**ELAD 549 LEGAL AND ETHICAL ISSUES FOR 3**  
**EDUCATION AND TRAINING PERSONNEL**

This course provides the educator/trainer in a business setting with a theoretical and practical base in examining and analyzing ethical problems and legal aspects of training and development. Such topics as affirmative action, access to training programs, copyright laws, and employee discipline will be explained and discussed.

**ELAD 550 COMPUTER APPLICATIONS FOR 3**  
**COUNSELORS AND TRAINERS**

Course provides instruction in computers and software for both personal and program use in such professional fields as counseling, training, supervision. Emphasis will be placed on individual skills and knowledge of the computer, data processing, and information analysis. Further study will include record keeping, program applications, and software analysis in such areas as therapeutic learning programs, career awareness and development, computer-based training, and staff evaluation reporting.

**ELAD 570 FACILITATION SKILLS FOR 3**  
**EDUCATORS AND TRAINERS**

The course provides both a theoretical and practical base for professionals in human resource development working with adults in learning situations in various nonschool settings. Included will be the principles of adult development and recent research on how adults learn in work settings. Through skill-building sessions, instructor and peer feedback, and extensive self-evaluation, students will become familiar with all phases of adult development and how to facilitate full development.

**ELAD 615 SUPERVISED FIELD EXPERIENCE IN 3 - 6**  
**ADMINISTRATION AND SUPERVISION**

Students are assigned work within an educational agency, operating at the level and in the domain of their professional specialty. They work under an established administrator on some limited function of the position, approved through mutual agreement among the student, the administrator and the college supervisor. This experience is not to be construed as an internship, as it will not encompass the total job description of the administrator. A written report on the activity or research paper will be approved by the administrator and presented to the college supervisor, who will evaluate the total experience.

*Prerequisite: Permission of a graduate advisor. Graduate program matriculation required.*



**ELAD 616 INTERNSHIP IN EDUCATIONAL  
ADMINISTRATION**

**6**

Full semester assignment of guided work within an educational institution's administrative office. Sixth year students are eligible to choose this internship plan, but it is advised that arrangements be made for released time, at least one half time, if the internship is to be carried on in an institution where student is employed. The experience is planned to include a wide variety of administrative experiences such as locating and interviewing candidates for position, scheduling, in-service professional development, special committee leadership, projects that influence curriculum building arrangements and budgets. The sixth year student may be required to take ELAD 610 or 611 for three additional semester hours during this internship. In all cases, students will complete the research project as a part of the internship assignment.

*Prerequisite: Open only to matriculated students. Graduate advisor's permission.*

**ELAD 618 INDEPENDENT STUDY IN EDUCATIONAL  
ADMINISTRATION AND SUPERVISION**

**1 - 3**

Individual pursuit of a research topic in the area of administration or supervision, culminating in a written document of scholarly proportion and integrity. Arrangements for this course should be made with department chairperson or advisor.

*Prerequisites: Open only to advanced matriculated students in programs, with permission of department chairperson.*

**ELAD 621 SCHOOL PLANT PLANNING**

**3**

The relationship between educational facilities and educational programs. Site selection, development of educational specifications, the physical environment, selection of equipment, programming of various facilities based on curricula and community needs. Group visits to exemplary educational facilities.

*Prerequisite: ELAD 510.*

**ELAD 622 SCHOOL FINANCE**

**3**

Current economic environment; state, local and federal taxation; state school aid theory and practice; school district indebtedness; statutory school budget and fiscal controls; various cost-quality instruments and role of school fiscal structure in relation to local, state and federal governments.

*Prerequisite: ELAD 510 and 521.*

**ELAD 624 SCHOOL PLANT MAINTENANCE  
AND OPERATION**

**3**

Latest techniques in the maintenance and operation of the school plant. Various specialists in specific areas of study utilized in the instructional program. Determination of work loads, formulation of job descriptions, supply storage, care of mechanical and hand tools and equipment and care of the school site. (Not offered every year.)

*Prerequisite: ELAD 510.*

**ELAD 628 FIELD EXPERIENCE IN ADMINISTRATION  
AND SUPERVISION FOR EDUCATORS/TRAINERS**

**3 OR 6**

Students are assigned to a particular office, under guidance of a supervisor, to carry out certain functions of the position. A college staff member acts as coordinator and supervisor by visiting site and consulting with student, observing him in action; plans with site supervisor for improvement and evaluation of student's work. This course may be taken for 3 or 6 credits.

**ELAD 643 STAFF PERSONNEL ADMINISTRATION  
AND SUPERVISION**

**3**

Personnel practices and problems in current school situations. Roles of policy-making bodies, the public, professionals, paraprofessionals and general staff in recruitment, selection, retention and evaluation of staff.

*Prerequisites: ELAD 510 and 540.*

**ELAD 670 SELECTED TOPICS IN EDUCATIONAL  
ADMINISTRATION/SUPERVISION**

**1 - 3**

Emphasis on in-service education for practicing administrators and/or supervisors. Topics will vary in accordance with needs, concerns, or requests of school districts or professional organizations desiring service. Current problems are given priority. Credits to be dependent upon number of hours workshops and/or seminars are in session.

*Prerequisite: For practicing administrator or supervisors only.*

# CURRICULUM AND TEACHING

*Chairperson: Dr. Susie B. Boyce*

## MASTER OF ARTS IN TEACHING (MAT)

*MAT Coordinator: Dr. Susie B. Boyce*

*Graduate Advisors MAT: Dr. Susie B. Boyce and Dr. Catherine Becker*

Students with a baccalaureate degree and interest in teaching may earn the Master of Arts in Teaching (MAT) and a Teaching Certificate simultaneously.

A concentration in the Teaching of Middle School Philosophy is also available within the MAT program.

The regular program is open to students with undergraduate backgrounds equivalent to a teaching field in one of the following areas: fine arts, business education (bookkeeping and accounting, distributive education, general business education, secretarial studies), English, foreign languages (French, Spanish), home economics, industrial technology and education, mathematics, music, health and/or physical education, science, social sciences, TESL (Teaching of English as a Second Language), teacher of the handicapped, and theatre. Additional undergraduate course work in the student's teaching field may be required to meet certification standards. Students with an undergraduate liberal arts major may pursue elementary education (emphasis in early childhood education).

Upon successful completion of the program, and successful passing of the National Teacher Examination in the appropriate area as required by the state of New Jersey, the student will be recommended to the New Jersey Department of Education for a Teaching Certificate. Students interested in teaching elsewhere should seek information from the appropriate state authorities; requirements are generally similar.

Under the conditions of New Jersey's Beginning Teacher Induction Program, those who have completed undergraduate or post-baccalaureate teacher certification programs must successfully complete one induction year of teaching under a provisional certificate to be eligible for a permanent or standard New Jersey teaching certificate. Exempted from this requirement are persons who already possess a New Jersey standard certificate and are seeking an additional New Jersey certificate as well as those who are recommended for certification as Teacher of the Blind or Partially Sighted, Teacher of the Handicapped, or Teacher of the Deaf and Hard of Hearing. Persons recommended by the College for certification will receive a Certificate of Eligibility With Advanced Standing which authorizes the holder to seek and accept offers of employment in New Jersey schools and in other states. The Certificate of Eligibility is valid for the lifetime of its holder.

**Note:** Certification requirements are subject to change (see Teacher Certification, Post-Baccalaureate, Post-Master of Arts Programs in this catalog).



# ADMISSION REQUIREMENTS

In addition to the general requirements for admission and matriculation for the master's degree, the applicant must file a separate application to the Teacher Education Program by contacting the graduate advisor in the School of Professional Studies. Admission to the College cannot be considered admission to Teacher Education.

Criteria considered for admission are:

1. Three recommendations, two of which are from college faculty or school administrators.
2. Verification of demonstrated competence in speech by the department of Broadcasting, Speech Communication, Dance and Theatre.
3. Cumulative undergraduate grade point average of at least 2.67 and a qualifying score on the aptitude section of the Graduate Record Examination. For those whose native language is other than English, the TOEFL Examination may be substituted.
4. Evidence of active interest in community affairs and teaching.
5. Clearance by the Student Personnel Division (For MSC BA/BS graduates only).
6. Endorsement of the Teacher Admissions Committee (of the teaching field department and also of the Department of Curriculum and Teaching).

## Advisement

Upon acceptance, the MAT advisor will develop a formal program of course work with a departmental (teaching field) advisor. Students should continue to consult with the MAT advisor every semester after acceptance. Since students' backgrounds differ, no one should take courses without advisement. The program below is the generic program and may differ in detail for individual students.

## MASTER OF ARTS IN TEACHING (MAT) DEGREE REQUIREMENTS

Prerequisites: A course in psychology and fulfillment of all requirements stipulated by the teaching field department. Unfulfilled prerequisites will be listed on the student's official work program and are considered requirements for the degree. A memorandum from the departmental teacher education advisor of the teaching field must be submitted, listing major (teaching-field) course work necessary for certification and/or the M.A.T. degree.

# M.A.T. PROGRAM

(Normal Minimum 47 semester hours)

## Semester Hours

I.	Course work in Professional Education required for certification:	
	Major Department Methods Course .....	3-4
	CURR 400 Teacher, School and Society .....	3
	CURR 500 Fieldwork in Education .....	2
	EDFD 520 Development of Educational Thought .....	3
	(Educational Foundations Requirement)	
	Reading and/or .....	3
	Critical Thinking Requirements .....	3

### Professional Semester:

CURR 402	Seminar in Professional Education .....	1
CURR 411	Supervised Student Teaching or	
CURR 414,	In-Service Supervised Teaching I, II .....	8
415		
CURR 435	Effective Teaching/Productive Learning .....	3
	Departmental (major) Seminar (if required) .....	1

Total Semester Hours: 29-31

### II. Courses in the Teaching Field or Related Fields:

(Some or all of these courses may be required for certification and may be required prior to the Professional Semester. Advanced Educational Psychology and a Human/Intercultural Relations course must be included if not fulfilled elsewhere. At least 6 semester hours of graduate courses in the teaching field (major) are required.)

Total Semester Hours: 12

### III. Additional Courses in Professional Education:

(May be taken after certification)

COUN 559	Dynamics of Group Processes .....	3
ELRS 503	Methods of Research .....	3

Total Semester Hours: 6

If the student has essentially achieved the objectives of part of the program, that portion of the requirements may be waived upon (1) recommendation of the MAT advisor and (2) review and approval by the Dean of the School of the School of Professional Studies. However, the number of graduate credits may not be reduced below 32, and other requirements of the College and Teacher Certification Program still apply.

# MASTER OF ARTS IN TEACHING, CONCENTRATION IN TEACHING MIDDLE SCHOOL PHILOSOPHY

*Director of the Institute for the Advancement  
of Philosophy for Children (IAPC): Dr. Matthew Lipman  
Director of IAPC Graduate Programs,  
Graduate Advisor: Dr. Ann Margaret Sharp*

The master's program in philosophy for children is designed for candidates who have a liberal arts degree or its equivalent. In view of the growing awareness of the importance of reasoning to the educational process, and in view of the high regard in which the philosophy for children program has come to be held by educators internationally, proficiency in teaching children philosophy, as attested by this degree, will strongly recommend such individuals to elementary and secondary schools seeking teachers with proficiency in improving students' cognitive skills.

Students attend four semesters of which the first and final are summer residential sessions held off campus in a community setting. Students take 36 credits in philosophy for children, educational psychology, and sociological theory. An additional ten credits enables the student to acquire actual classroom experience teaching philosophy to children under supervision in local public schools and to analyze their teaching experience under the guidance of the professional staff.

Since the inception of this program in 1981, candidates from many foreign nations have participated in addition to students from various parts of the United States. Many of these students already held a master's degree in Philosophy before entering into this program. Among those who have successfully completed the program, some have gone on to Ph.D. programs in various universities, including the new Ph.D. Program in Philosophy for Children at Southern Illinois University; some have become Philosophy for Children coordinators in school districts; and some have become classroom teachers.

## **Certification**

Candidates may, if they choose, opt for K-12 certification in a discipline other than philosophy since philosophy is not a certifiable discipline in most states. Before beginning the degree program, the student who chooses this option should identify the discipline in which certification is to be requested upon consultation with the graduate advisor. It is the student's responsibility to contact the departmental certification advisor in that discipline to determine which courses the student will need to take in addition to the 46 graduate-credit program in philosophy for children. There is no reason why these courses could not be taken in advance of the student's residence at Montclair State. The student will also be responsible for designing a work program with the director of the IAPC graduate programs, which will secure the approval of the certifying officer of the College, the Dean of the School of Professional Studies.



## Admission Requirements

Students should have a strong background in the liberal arts, with at least 15 undergraduate credits in traditional philosophy and 6 credits in psychology. Courses in the history of philosophy and logic are particularly desirable. Also required are an overall average of 3.00 in undergraduate work, Graduate Record Examination or Miller Analogies Test scores, and an interview. (The examination scores are waived in the case of individuals already holding a master's degree.)

## Examinations

All candidates for the degree must pass the IAPC comprehensive examination given each year at the end of the summer terminal session. Application for this examination must be made in writing to the Office of Graduate Studies by March 1st of the year in which the examination is to be taken. Candidates are examined in the teaching of reasoning, inquiry and concept formation skills, and in the relationship between the history of ideas and philosophy for children.

## REQUIREMENTS FOR THE MASTER OF ARTS IN TEACHING, CONCENTRATION IN TEACHING MIDDLE SCHOOL PHILOSOPHY

### Semester Hours

#### Summer (one month off-campus residential session)

PHLC	510	Teaching Philosophical Reasoning I & II .....	6
PHLC	511	Teaching Philosophical Reasoning III .....	3

#### Fall

CURR	400	Teacher, School and Society .....	3
CURR	401	Senior Field Experience .....	1
CURR	414	In-service Supervised Teaching I .....	4
CURR	521	Seminar: Problems of a Classroom Teacher .....	1
EDFD	521	Contemporary Educational Thought .....	3
PHLC	512	Value Inquiry .....	3

#### Spring

CURR	415	In-service Supervised Teaching II .....	4
EDFD	581	Foundations of Reflective Education .....	3
PHLC	513	Social Inquiry .....	3
PSYC	560	Advanced Educational Psychology .....	3
SOCI	560	Sociological Theory .....	3

#### Summer (one month, off-campus residential session)

PHLC	614	Scientific Reasoning .....	3
PHLC	615	Foundations of Philosophy for Children .....	3

#### COMPREHENSIVE EXAMINATION

Total semester hours: 46

# MASTER OF EDUCATION (M. ED.) AN INTERDISCIPLINARY DEGREE FOR CLASSROOM TEACHERS

*M.Ed. Administrator and Coordinator: Dr. Catherine Becker*

*Graduate Advisor: Dr. Catherine Becker*

The Master of Education degree housed in the department of Curriculum and Teaching is designed to provide teachers with the knowledge, skills and competencies that will improve their performance in the classroom while broadening their awareness of professional issues and concerns. It is a program that is consciously designed for the mature student, drawing on recent research in the fields of adult learning, cognitive development and teacher effectiveness. In addition there is a clearly defined field-based component which ensures that participating students put into practice what is learned in the program.

## Admission Requirements

Admission to the program is limited to active, certified teachers. Students must demonstrate required Graduate Record Examination (GRE) or Miller Analogies Test scores and a basic undergraduate grade point average of 3.0, although special consideration will be extended to tenured teachers who otherwise demonstrate they are capable of completing the program. Matriculation is a two-step process. Students must demonstrate a "B" or better average in Phase I coursework for full matriculation. Persons interested in the program may secure information from Dr. Catherine Becker, Chapin Hall, Room 215.

## REQUIREMENTS FOR THE M.Ed. DEGREE

		<b>Semester Hours</b>
<b>PHASE I</b>		
CURR	530 Principles of Curriculum Development .....	3
ELRS	580 Learning: Process and Measurement .....	3
EDFD	521 Contemporary Educational Thought .....	3
EDFD	541 The School as a Social System .....	3
<b>TOTAL PHASE I:</b>		<b>12</b>
<b>TRANSITION I</b>		
COUN	559 Dynamics of Group Process .....	2
CURR	609 Transitional Seminar I .....	1
<b>TOTAL TRANSITION I:</b>		<b>3</b>
<b>CUMULATIVE TOTAL:</b>		<b>15</b>

## PHASE II

ELRS	503	Methods of Research .....	3
CURR	654,	Professional Development Modules I, II .....	4 - 8
	655		
		Specialization Courses .....	3 - 6

TOTAL PHASE II: 10 - 17

CUMULATIVE TOTAL: 25 - 32

## TRANSITION II

CURR	651	Transitional Seminar II .....	1
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CUMULATIVE TOTAL: 26 - 33

## PHASE III

CURR	534	Strategies for Curriculum Change .....	3
CURR	670	Culminating Activity .....	5
		Specialization Courses .....	2 - 6

TOTAL PHASE III: 10 - 14

CUMULATIVE TOTAL: 36 - 47

# CURRICULUM AND TEACHING

## Course Descriptions

### Semester Hours

### **CURR 500 FIELDWORK IN EDUCATION 1 - 3**

This field course will expose adult students to the theoretical underpinnings of social and learning behaviors of students in public schools and the professional behaviors of teachers in the context of classrooms. Coupled with theory will be actual experiences in appropriate settings designed to provide the adult students opportunities to reflect upon, to plan for, to interact with, and to evaluate the full range of teacher activities and students activities in classroom settings.

*Prerequisite: Students must be admitted to either the post-B.A. certification or MAT programs.*

### **CURR 522 INNOVATIONS IN TEACHING 3**

New media and strategies, novel teaching rules, individualized instructional programs, classroom group dynamics and experimental school organizations. Team teaching utilized where feasible. The student prepares an innovation proposal.

*Prerequisite: At least one year of teaching experience.*

### **CURR 523 EDUCATION IN THE INNER CITY 3**

The urban school through the eyes of city youngsters, teachers and other educational personnel. Influences of social and economic forces: poverty, family patterns, ghetto mores, urban unrest, emergent minority leadership, school funding patterns, community agencies and school traditions. Evaluation of federal and other projects, innovative teaching and local action. Student prepares a proposal for improvement of an urban school situation.



**CURR 530 PRINCIPLES OF CURRICULUM DEVELOPMENT 3**

Philosophic, social and economic forces in our society that have determined and will determine the pattern of curriculum in American education in the American public schools from K-12 grades. Accepted manner of designing such curricula and professional bodies and individuals who play leading roles in the process of curriculum design. Connection of community interest and power structures in society which are related to the professional decisions.

*Prerequisite: One and one-half years teaching experience.*

**CURR 531 CURRICULUM CONSTRUCTION IN THE 3**  
**ELEMENTARY SCHOOL**

Reviewing and bringing up-to-date basic curriculum development concepts; curriculum construction in a modern elementary school; creating an elementary school curriculum in a specific field for one or more grade levels.

*Prerequisite: CURR 530.*

**CURR 532 MIDDLE SCHOOL CURRICULUM 3**  
**AND ORGANIZATION**

Emerging curriculum of the rapidly developing middle school. Organization of pupils, instruction, media and facilities. Recent social changes and educational innovations; practices in typical middle schools; developing instructional strategies.

*Prerequisite: CURR 530.*

**CURR 533 CURRICULUM CONSTRUCTION IN THE 3**  
**SECONDARY SCHOOL**

Secondary school curriculum and the needs of a changing civilization. Effective means of curriculum, construction.

*Prerequisite: CURR 530; majors only.*

**CURR 534 STRATEGIES FOR CURRICULUM CHANGE 3**

Principles and concepts from sociology, social psychology, educational administration and curriculum applied to education. Opportunity to develop change strategies for particular field settings.

*Prerequisite: One and one-half years of successful teaching experience under certification.*

**CURR 537 THE STUDY OF TEACHING AND CURRICULUM 3**

The teaching process, the varieties of teaching models and metaphors, underlying philosophical considerations and the relationship between teaching and learning outcomes.

*Prerequisite: Three years of teaching experience.*

**CURR 538 DISCIPLINE AND GROUP MANAGEMENT 3**  
**IN THE CLASSROOM**

Course designed to enable teachers to more effectively manage classroom behavioral problems. Classroom management will be examined as distinct from and requisite for effective instruction. Several unified managerial approaches will be studied. Course will culminate with opportunities to practice the selection and application of specific managerial techniques to a range of simulated classroom situations.

*Prerequisite: Course in educational psychology.*

**CURR 545 THEORY AND PRACTICE OF TEACHING THE BILINGUAL CHILD 3**

Methodology, and teaching the bilingual student in content areas, i.e., social studies, language arts, mathematics and science. Special emphasis is given to the evaluation of methodology, and to instructional materials available for bilingual students. Attention will also be given to the study of operational programs with (as far as practicable) visitation and observation.

*Prerequisite: Required for bilingual certification.*

**CURR 550 MICROCOMPUTERS IN CURRICULUM AND CLASSROOM TEACHING 3**

The course is designed to develop, in teachers, skills and knowledge which will help them use computers in their teaching. The skill areas are those involving word processing, data base management, and test construction. The knowledge areas include software evaluation and methods of computer based instruction-tutorials, drill and practice, simulations, games and tests.

**CURR 551 PROBLEM SOLVING AND CRITICAL INQUIRY IN CURRICULUM DEVELOPMENT 3**

This course provides an opportunity for participants to delve into the nature of problem solving and inquiry within a specific subject and apply this new knowledge to the development of a curricular product.

**CURR 605 PRACTICUM IN TEACHING 5**

The student initiates and completes an independent study project within the fields of curriculum and instruction.

*Prerequisite: Approval of advisor.*

**CURR 609 TRANSITIONAL SEMINAR I 1**

This course provides participants with an opportunity to integrate major content of Phase I and set goals for remainder of program.

*Prerequisites: Phase I courses for M.Ed., matriculation in M.Ed. program .*

**CURR 610 INDEPENDENT STUDY IN CURRICULUM AND TEACHING 1 - 3**

An opportunity for practicing teachers to develop and implement curricula under the guidance of curriculum development specialists. Student should discuss proposal with a faculty sponsor in the department of Curriculum and Teaching and secure permission prior to registration. Especially appropriate for teachers involved in "T&E" planning.

*Prerequisite: CURR 530 Principles of Curriculum Development.*

**CURR 635 RESEARCH SEMINAR IN CURRICULUM CONSTRUCTION 3**

Individual advanced work in curriculum construction. Admission upon approval of the instructor.

*Prerequisites: CURR 530 and 531, or 532, or 533.*

**CURR 654 PROFESSIONAL DEVELOPMENT MODULES I 4 - 8**

The Professional Development Modules provide an individualized learning experience for M.Ed. students through which they demonstrate and/or develop their competency in areas deemed critical for all effective teachers. The specific competency areas will change as research further enhances our understanding of teaching and learning. M.Ed. candidates must master the competencies required at the time they enroll in the course. Credit varies from 4 - 8 credits depending upon how long it takes to develop and demonstrate required mastery.

*Prerequisites: All Phase I courses, CURR 609, COUN 559, and ELRS 503.*

**CURR 655 PROFESSIONAL DEVELOPMENT MODULES II 4 - 8**

The Professional Development Modules provide an individualized learning experience for M.Ed. students through which they demonstrate and/or develop their competency in areas deemed critical for all effective teachers. The specific competency areas will change as research further enhances our understanding of teaching and learning. M.Ed. candidates must master the competencies required at the time they enroll in the course. Credit varies from 4 - 8 depending upon how long it takes to develop and demonstrate required mastery.

*Prerequisites: All Phase I courses, CURR 609, COUN 559, and ELRS 503.*

**CURR 670 CULMINATING ACTIVITY 5**

This is the final course of the M.Ed. program. Each teacher is responsible for implementing, at a field site, the activity he/she planned in Transitional Seminar II, and then evaluating and disseminating the results.

*Prerequisites: All Phase I, II and III courses and all Transition I and II courses.*

## INSTITUTE FOR THE ADVANCEMENT OF PHILOSOPHY FOR CHILDREN

### Course Descriptions

	Semester Hours
<b>PHLC 510 TEACHING PHILOSOPHICAL REASONING I AND II 6</b>	
This course aims to acquaint prospective teachers with reasoning skills that are employed in everyday conversation, reading, listening, and writing so as to prepare teachers to encourage children in the use of such skills. Course represents a range of inquiries which in traditional philosophy would be known as philosophy of language, metaphysics, aesthetics, ethics, philosophy of science, and epistemology. However, this content has been reconstructed to make it accessible to children.	
<b>PHLC 511 TEACHING PHILOSOPHICAL REASONING III 3</b>	
The aim of this course is to assist prospective teachers to operationalize reasoning skills and to utilize certain aspects of philosophy of language, aesthetics, and epistemology for the enhancement of writing skills.	
<i>Prerequisite: PHLC 510.</i>	



**PHLC 512 VALUE INQUIRY****3**

Prospective teachers are introduced to the techniques by which reasoning can deal with moral issues in the objective and impartial fashion known as ethical inquiry for children.

**PHLC 513 SOCIAL INQUIRY****3**

This course will enable prospective teachers who have already taken the foundational course in philosophy for children to teach children to apply basic reasoning skills to the social studies. The program, therefore, represents an integration of philosophy, logic and the social sciences. It is also a way of presenting the social studies as a discussion course in which the conceptual foundations of the behavioral sciences are reviewed and appraised.

*Prerequisites: PHLC 510, 511.*

**PHLC 614 SCIENTIFIC REASONING****3**

This course helps prospective teachers understand some of the ways in which thinking skills can be applied to basic concepts in the physical sciences. It, therefore, focuses upon the intersection between philosophy of science, scientific methodology, and educational research.

# EDUCATIONAL FOUNDATIONS

*Chairperson: Dr. Thunder Haas*

The Department of Educational Foundations has the dual responsibility of serving established educational programs while developing new approaches toward their improvement through philosophical, psychological, sociological, historical and comparative studies, as well as through educational theory and research. In keeping with these professional responsibilities, the department offers the M.Ed. concentration in Critical Thinking as well as the foundation courses in educational philosophy, educational sociology, research measurement, and evaluation methodology for the preparation and professional development of teachers and other educators.

## MASTER OF EDUCATION, CONCENTRATION IN CRITICAL THINKING

*Graduate Advisor: Dr. Wendy Oxman*

The Master of Education (M.Ed.), concentration in Critical Thinking is housed in the Department of Educational Foundations, School of Professional Studies at Montclair State, under the leadership of the Dean. The concept of critical thinking is used as a focal point for an analysis of schooling in America, the relationship between the schools and the broader social system, and the theoretical basis for pedagogical decisions. Recognizing the importance of improving classroom practice of teachers enrolled in the program, strong emphasis is placed on understanding the theoretical underpinnings of critical thinking from a philosophical, historical, social, and political perspective, and a consideration of the implications for classroom practice. Improvements in classroom practice of teachers enrolled in the program are developed from these implications.

### GOALS

- a. To develop an understanding of the philosophical, historical, social, and political origins of the concept of teaching for critical thinking and the implications for current school practice.
- b. To develop an understanding of the basic concepts and ideals that underlie critical thinking as a school goal.
- c. To develop an understanding of research and evaluation especially as they relate to the improvement of teaching.
- d. To strengthen teachers' existing curricular planning and pedagogical strategies so that critical thinking objectives can be achieved.
- e. To develop the ability to engage in a critical analysis of educational issues and the professional knowledge base of teachers.

## ADMISSION AND MATRICULATION

Admission to the M.Ed. program is limited to certified teachers. Applicants must demonstrate required GRE or Miller Analogies Test scores and a basic undergraduate GPA of 3.0, although special consideration will be extended to tenured teachers who otherwise demonstrate that they are capable of completing the program. An applicant who wishes to enroll in courses in the program prior to matriculation may be permitted to register for six credits by presenting proof of an undergraduate degree or teaching certification.

Graduation requirements are the completion of 39-48 semester hours as outlined, including a culminating activity.

### REQUIREMENTS FOR THE MASTER OF EDUCATION, CONCENTRATION IN CRITICAL THINKING

	<b>Semester Hours</b>
<b>I. Core M.Ed. Courses .....</b>	<b>18</b>
COUN 559 Dynamics of Group Processes .....	3
CURR 530 Principles of Curriculum Development .....	3
CURR 534 Strategies for Curriculum Change .....	3
EDFD 520 Development of Educational Thought .....	3
EDFD 540 Social Forces and Education .....	3
ELRS 503 Methods of Research .....	3
<b>II. Concentration Required Courses .....</b>	<b>9</b>
ELRS 550 Critical Thinking and Learning .....	3
EDFD 548 Crucial Issues in American Education .....	3
EDFD 670 Culminating Activity Project in Critical Thinking .....	3
<b>III. Specialization Courses, selected from such courses as: .....</b>	<b>9</b>
CURR 635 Research Seminar in Curriculum Construction .....	3
EDFD 551 Critical Thinking and Moral Education .....	3
EDFD 552 Critical Thinking and Political Forces in Education .....	3
READ 507 Understanding Reading Comprehension .....	3
READ 508 Critical Thinking and Literacy .....	3
READ 600 Workshop in Contemporary Issues in Reading .....	1-3
<b>IV. Content Field Courses: .....</b>	<b>3-9</b>
In addition, students must complete 3-9 semester hours, as determined by an advisor, in content field(s), e.g., science, English, history, foreign language, etc. Courses are to be selected in consultation with the advisor.	

<b>Total Semester Hours for M.Ed. with the concentration in Critical Thinking .....</b>	<b>39-48</b>
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# EDUCATIONAL FOUNDATIONS

## Course Descriptions

Semester  
Hours

- EDFD 520 DEVELOPMENT OF EDUCATIONAL THOUGHT 3**  
Intensive study of philosophic assumption from classical to modern schools of thought as they relate to educational theory and practice. Realism, idealism, and naturalism with emphasis upon significant contributions from Plato, Aristotle, Epicurus, Locke, Rousseau, Aquinas and others will be analyzed in light of current issues.
- EDFD 521 CONTEMPORARY EDUCATIONAL THOUGHT 3**  
Critical evaluation of schools of philosophy which have contributed to educational thought in modern times; pragmatism, progressivism, existentialism, perennialism, reconstructionism, and other. Current trends and problems; principles underlying educational theory and practice.
- EDFD 522 PRAGMATISM IN EDUCATION 3**  
An intensive study of the doctrines and principles developed in the writings of John Dewey and his followers, with special reference to critical issues in education today. Introduction into pragmatic thought through the writings of Dewey, Pierce, and James, and the implications of this philosophy studied through the works of Kilpatrick, Counts, Bode, Childs, Bramald, and others.
- EDFD 530 FOUNDATIONS OF BILINGUAL/BICULTURAL EDUCATION 3**  
Survey and introduction to bilingual schooling in the United States with special reference to historical backgrounds; typology and definitions; programs, practices, and staff development; overview of court decisions and legislation affecting bilingual education.
- EDFD 540 SOCIAL FORCES AND EDUCATION 3**  
Examination of various facets of society that have impact on the educational system: economic, political, social, ethnic and religious forces as they relate to problems of educational systems. Field studies included.
- EDFD 541 SCHOOL AS A SOCIAL SYSTEM 3**  
Analyzes the school as a social system; the relationships between the school and certain external environmental forces, and the relationship between various internal departments of the school.
- EDFD 544 SOCIAL CLASS AND EDUCATION 3**  
Social, ethnic and racial customs as they relate to class structure and educational values. Traditions of various social groups and their effect on American education.
- EDFD 548 CRUCIAL ISSUES IN AMERICAN EDUCATION 3**  
A study of the origin, development, and status of very specific crucial issues in the field of education: equal opportunity for education, racial integration, and education; federal aid to education; compensatory education and socio-economic deprivation; affirmative action and civil rights legislation.

**EDFD 550 CRITICAL THINKING AND LEARNING 3**

This course provides an introduction to critical thinking as an educational goal. Students will consider the nature of critical thinking and its implications for educational objectives and student learning, and engage in its practice. Students will examine classroom practices through which critical thinking can be developed, including questioning strategies and evaluation procedures.

**EDFD 551 CRITICAL THINKING AND MORAL EDUCATION 3**

The course offers a critical thinking framework for moral education. Approaches to moral education through critical thinking will be explored including those of Lipman, Siegel and Paul. These will be seen within the perspective of alternative and complementary approaches including values clarification, moral developmentalism, and cultural transmission models. Students will be helped to identify occasions for moral education throughout the curriculum and to design interventions and curriculum materials to strengthen the moral judgment of their pupils.

**EDFD 552 CRITICAL THINKING AND POLITICAL FORCES 3**  
**IN EDUCATION**

Critical thinking is a reform movement in education that reflects sociological, political, and philosophical issues. Writers, including Freire, Greene, Paul, Siegel and Lipman, have advocated a critical response to educational policy viewed within the context of social and political forces. The course will examine these views and analyze their role in relation to current trends and attitudes as reflected by thinkers such as Hirsch and Bloom and the various reports that have exemplified the current evaluation of recent education.

**EDFD 560 COMPARATIVE STUDIES OF 3**  
**EDUCATION SYSTEMS**

An examination of educational institutions and systems in various areas of the world with particular attention given to: the relationship between social structure and types of educational institutions; the conflict between traditional and modern education; the nature of the profession on the secondary and college levels; and student movements for educational change.

**EDFD 561 EDUCATION IN WESTERN EUROPE 3**

Variations in educational thinking and practices in selected European countries. Factors influencing educational developments such as political, ideological, socio-economic forces and the relationship between school systems and their cultural contexts.

**EDFD 564 EDUCATION IN LATIN AMERICA 3**

The basic Latin American social, economic and cultural structures and how they relate to secondary school and university systems.

**EDFD 581 FOUNDATIONS OF REFLECTIVE EDUCATION 3**

Attention will be given to the basic technique of forming classroom communities of inquiry through the study of the broad historical tradition of educational philosophy from Plato to Passmore. Particular attention will be given to philosophers who have dealt with the nature of reflection, thinking skills, ethical inquiry, pedagogical methods, children's rights, dialogue, community, personhood, and the general aims of education.

**IN CRITICAL THINKING**

The final course in the M.Ed. Program concentration in Critical Thinking, this individualized learning experience involves each graduate student in the planning and execution of a complex critical thinking project, in consultation with the course instructor. Each student must relate critical thinking to his/her own on-going professional responsibilities, as well as prepare a formal evaluation of the results. A descriptive and evaluative report are required, as is the dissemination of the results through a conference presentation or publishable article.

**ELRS 503 METHODS OF RESEARCH 3**

Theory and methods of historical, descriptive, and experimental research; formulation of a research problem; use of bibliographical sources and reference materials; statistics and measurement in research; types and instruments of research; data collection, and analysis. Writing the research report, and career opportunities in research.

**ELRS 553 SELECTED TOPICS IN CRITICAL THINKING 3**

This course will focus on particular areas of application, theoretical dispute, and/or procedural issues as they apply to teaching for critical thinking.

*Prerequisite: EDFD 550.*

**ELRS 578 TESTING AND EVALUATION 3**

Principles and practices of educational and psychological testing and evaluation relevant to professionals in human services, communication sciences and disorders, education, and related fields. Historical/philosophical orientation; place of testing in instructional and remedial programs; statistical concepts underlying measurement; validity, reliability, response set; construction of tests and measurement instruments; evaluation and interpretation of testing data; use and misuse of testing data; reporting data to students, parents and colleagues; critical analyses of selected standardized intelligence, ability and personality tests; experimental tests and measurement instruments. Course project geared to individual student needs.

**ELRS 580 LEARNING: PROCESS AND MEASUREMENT 3**

Study of the learning process and its measurement as it applies in the classroom and nonschool settings.

**ELRS 603 SEMINAR IN RESEARCH 3**

Carry out a research project-historical, descriptive, or experimental in nature-culminating in a written report.

*Prerequisite: ELRS 503 or equivalent course.*

**ELRS 650 INDEPENDENT STUDY IN EDUCATIONAL RESEARCH AND EVALUATION 1 - 3**

Designed for individuals who, in consultation with advisor, wish to undertake an in-depth analysis of a specific research problem.

*Prerequisite: Permission of advisor.*



# ENGLISH AND COMPARATIVE LITERATURE

*Chairperson: Dr. James Nash*

*Graduate Advisor: Dr. Naomi C. Liebler*

In the master's program in literature, the student will study individual authors and their works intensively, while developing a broader understanding of literary periods, themes, and types. Students are expected to demonstrate the ability to participate in sophisticated scholarly discourse, both orally and in writing. Within the total 33 semester hours of course work, one of four concentrations may be chosen: British literature to 1745; British literature 1745 to the present; American literature; or comparative literature. In addition, courses are offered in such special topics as film and the teaching of composition, literature, and basic writing.

The program serves as continuing training for in-service teachers and as preparation for doctoral-level work, as well as intellectual enrichment for students who wish to develop a deeper understanding of literature for its own sake. A significant number of M.A. graduates have, in recent years, gone on to the doctoral programs at major universities. Others have found the program to be both useful and enhancing to careers in business.

## ADMISSION REQUIREMENTS

Candidates for matriculation in the Master of Arts program of this department must show a B average or better in their undergraduate work and a score of not less than 500 (Verbal) on their Graduate Record Examinations. Most applicants will have majored in literature (English, comparative, or foreign) at the undergraduate level. However, students with strong academic credentials may apply even if they do not have the recommended background in literature. The graduate advisor will interview each candidate for the program regarding his or her scholastic record and intellectual or professional goals. Students admitted to the Graduate Program in English and Comparative Literature must take at least one course in each academic year in order to maintain matriculation. Exceptions may be made upon application to the departmental Graduate Program Coordinator.

Nonmatriculated students must obtain the approval of the departmental Graduate Program Coordinator in order to enter graduate courses in English and Comparative Literature.

REQUIREMENTS FOR THE MASTER OF ARTS  
 DEGREE IN ENGLISH AND  
 COMPARATIVE LITERATURE

- I. Distribution of course work
  - A. British and American Literature
    1. Seminar in Literary Research (to be taken near the beginning of the program) ..... 3
    2. Thesis Writing (to be taken at the end of the program) ..... 3
    3. A concentration in one of three major areas as follows: ..... 9
      - a. British literature to 1745
      - b. British literature from 1745 to the present
      - c. American literature
    4. To be distributed evenly among the remaining two major areas and the area of comparative literature ..... 9
    5. Electives ..... 9

Minimum: 33 semester hours
  - B. Comparative Literature. In cooperation with other divisions in the School of Humanities and Social Sciences, the department offers students who have superior command of a foreign language (usually French or Spanish) the opportunity to concentrate in comparative literature.  
 Courses are focused on the interrelationships among literatures. Significant authors, ideas, movements, and literary types in different ages and cultures are selected for comparison. (N.B: Comparative literature courses, prefixed ENLT, are open to all students, regardless of their concentration. Lectures and readings are in English.)
    1. Seminar in Literary Research (to be taken near the beginning of the program) ..... 3
    2. Thesis Writing (to be taken at the end of the program) ..... 3
    3. A concentration in comparative literature ..... 9
    4. French or Spanish literature ..... 9
    5. To be distributed evenly among the three major areas of British and American literature ..... 9

Minimum: 33 semester hours
- II. Foreign Language Requirement
 

Students must demonstrate a reading knowledge of a foreign language, either by passing a written examination or by earning a grade of B in French as a Research Tool (FREN 500), before taking the comprehensive examination or registering for Thesis Writing. Examinations normally will be given in French, German, Russian, Italian, or Spanish. Other languages may be offered with the approval of the department. Students concentrating in comparative literature will receive approval of the language of their primary area of study.

The foreign language examination is given on the last Saturdays of February and September. French as a Research Tool is offered whenever there is a sufficient number of interested students, usually every other year. Students who wish to take the course should notify the graduate advisor.

### III. Comprehensive Examination

All candidates for the master's degree must pass a three-hour written comprehensive examination. The examination is designed to test critical ability and familiarity with major works of British, American, and foreign literature as well as selections in literary criticism. Students must complete at least three-quarters of their course work and satisfy the foreign language requirement before taking the comprehensive examination, and must pass the examination before registering for Thesis Writing.

The comprehensive examination is based on a reading list compiled by a committee of graduate faculty. The list includes the four major areas of literary study (see Distribution of Course Work, above). In the semester before taking the examination, students should inform the graduate advisor of their intentions. The reading list will be sent to them late in the semester preceding the one in which the exam will be taken.

The comprehensive examination is given on the last Saturdays of March and October.

## ENGLISH AND COMPARATIVE LITERATURE

### Course Descriptions

#### BRITISH LITERATURE TO 1745

#### Semester Hours

#### **ENGL 500 OLD ENGLISH LITERATURE 3**

Specimens of Old English prose and poetry are read in the original language and studied for an appreciation of their literary art. No previous study of Old English is required. The first half of the course is spent on grammar and pronunciation, using prose from the chronicles and other works as examples. Oral recitation is required of all students. Poetry is studied in the second half of the course. Topics include the oral-formulaic tradition, the verse types, and the mixture of Christian and pagan themes characteristic of the literature.

#### **ENGL 505 CHAUCER 3**

An intensive study of the Canterbury Tales and other works against their literary and social backgrounds, with special attention to Chaucer's language and to the procedures of Chaucerian scholarship. No previous study of Middle English is required.

#### **ENGL 508 SHAKESPEARE STUDIES: TRAGEDIES 3**

Shakespeare's tragic drama against a background of classical and Medieval theories of tragedy, and in relation to the practice of his contemporaries. Consideration is given to Shakespeare's use of plot sources and to Elizabethan theories of rhetoric.



**ENGL 509 SHAKESPEARE STUDIES: COMEDIES 3**

Shakespeare's comic art in the light of comic theory and practice from Aristotle to the present. Areas of analysis include Shakespeare's use of Roman and native English comedy, his language, characters, and sources, and the traditions of Shakespearean criticism.

**ENGL 510 SHAKESPEARE STUDIES: HISTORIES 3**

A study of the ten English history plays. Shakespeare's use of historical sources and variations from historical fact are examined carefully. Attention is given to scholarship, criticism, and production of the history plays.

**ENGL 511 ELIZABETHAN AND JACOBAN DRAMA 3**

A comprehensive view of the period of the apex of English drama, from 1550 to the closing of the theaters in 1642. Major works by Elizabethan and Jacobean dramatists other than Shakespeare are studied in the light of Medieval English drama and the new Renaissance theories of Shakespeare's contemporaries. Attention is given to changes in subject matter, tone, dramaturgy, and staging during the latter part of the period.

**ENGL 515 SEVENTEENTH CENTURY LITERATURE: POETRY 3**

The poetry of Donne, Jonson, Herbert, Marvell, and Milton, supplemented by historical and intellectual background and by selections from the work of Vaughan, Traherne, Crashaw, Herrick, Suckling, Lovelace, Carew, and Cowley. Stylistic categories such as the metaphysical the classical, and the meditative are considered in the light of a close critical analysis of the major poetry.

**ENGL 518 MILTON 3**

Paradise Lost, Paradise Regained, Samson Agonistes, and some of the minor works are analysed intensively. Styles, themes, and techniques are considered in the light of Milton's life and the political and religious controversies of his times. The poetry is also studied in terms of its relation to Milton's Italian and classical models, his Elizabethan masters, and his contemporaries.

**ENGL 521 THE AUGUSTAN AGE 3**

The literature of the Restoration and early eighteenth century in its cultural contexts. Topics include criticism and aesthetics, satire, the new nature poetry, and the relationship between literary forms and philosophical and critical ideas. Emphasis on the works of Dryden, Swift, Pope, Gay, Addison and Steele, and Thomson.

**ENGL 525 THE ENGLISH NOVEL FROM DEFOE TO AUSTEN 3**

The rise of the English novel and its various traditions: comic, realistic, satirical psychological, and gothic. Authors include Defoe, Richardson, Fielding, Smollett, Sterne, and Austen.

**ENGL 531 VICTORIAN STUDIES: PROSE 3**

The responses of the major prose writers of the period to such issues as the rise of a large working class, the sudden growth of cities, demands for political freedom, and the promises and threats of science. The problems of establishing an aesthetic of nonfiction prose are also considered. Works by Carlyle, Mill, Arnold, Macaulay, Huxley, Newman, Pater, and Wilde.

**ENGL 597 INDEPENDENT STUDY IN BRITISH LITERATURE 3**

The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars. Permission of the graduate program coordinator and of the project supervisor is required before registration.

**BRITISH LITERATURE 1745 - PRESENT**

**ENGL 529 BRITISH ROMANTICISM I: 3**

**WORDSWORTH AND COLERIDGE**

The poetry of the two most important writers of the first generation of the Romantic movement in England. Emphasis is placed on the significance of their poetry in terms of the poets' own personal experience and in the context of the age of democratic and industrial revolution.

**ENGL 530 BRITISH ROMANTICISM II: 3**

**BYRON, SHELLEY, AND KEATS**

The major works of the second-generation Romantics are studied in relation to the experience of their lives and the movements of their time. Attention is also given to their letters and critical writings.

**ENGL 532 VICTORIAN STUDIES II: NOVEL 3**

The Victorian novel in its historical and cultural contexts, with emphasis on the responses of the most vital art form of the age to the unprecedented changes in English life that took place during the era. Works by Thackeray, Trollope, Dickens, the Brontes, Eliot, and others.

**ENGL 533 VICTORIAN STUDIES III: POETRY 3**

The course concentrates on the major mid-Victorian poets, Tennyson, Browning, and Arnold, and to a lesser extent on their successors among the pre-Raphaelites, the aesthetes, and the rhymers.

**ENGL 535 HARDY, JOYCE, AND LAWRENCE 3**

An examination of the fiction of these three writers with special attention to the ways in which their work illuminates the transition to modern fiction, demonstrates the relation between literary consciousness and society, and illustrates the cultural phenomenon of the artist repudiated by society.

**ENGL 540 THE MODERN BRITISH NOVEL 3**

Innovations in characterization, narrative technique, and theme under the impact of major twentieth-century political, economic, and cultural developments. Works by Forster, Huxley, Waugh, Orwell, Greene, Amis, Murdoch, Lessing, and others.

**ENGL 542 THE IRISH RENAISSANCE 3**

The Irish contribution to twentieth-century literature and aesthetic theory, specifically to that brand of experimentation, individualism, and internationalism associated with the idea of the modern. Special attention to W.B. Yeats, James Joyce, J.M. Synge, Sean O'Casey, and Frank O'Connor.

**ENGL 597 INDEPENDENT STUDY IN BRITISH LITERATURE 3**

The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars. Permission of the graduate program coordinator and of the project supervisor is required before registration.

**AMERICAN LITERATURE**

**ENGL 550 STUDIES IN EARLY AMERICAN LITERATURE 3**

All major and several minor American writers of the seventeenth and eighteenth centuries are studied within several contexts: literary, religious, philosophical, and political. Topics include the development of American literature 1620-1800; the effects of puritanism and deism; the concept of the American Dream; the originality of the founding fathers; and the extent to which modern American literature and culture reflect the colonial heritage.

**ENGL 555 AMERICAN ROMANTICISM 3**

An exploration of the Romantic movement in America with particular emphasis on transcendentalism. Works by Emerson, Thoreau, Whitman, Irving, Cooper, and Bryant.

**ENGL 556 POE, HAWTHORNE, AND MELVILLE 3**

An intensive examination of the writings of the three "Dark Romantics" of the American Renaissance, set against their biographical backgrounds and the literary and historical contexts in which they worked.

**ENGL 557 AMERICAN REALISM 3**

The development of American realistic fiction, with emphasis on the works of Twain, Howells, and James in relation to their literary heritage and to their social milieu.

**ENGL 560 MODERN AMERICAN FICTION 3**

After a brief examination of late nineteenth-century realism, the major writers of the twentieth century (up to World War II) are studied with special attention to the critical attitudes of the period and to related scholarship. Authors include Dreiser, Stephen Crane, Sherwood Anderson, Hemingway and Faulkner.

**ENGL 561 MODERN AMERICAN POETRY 3**

Beginning with background material on late nineteenth-century poetry, the course examines selected major modern poets. The changing scene in modern poetry is noted, and the reading of contemporary poets is included. Works by Hart Crane, Hilda Doolittle, T.S. Eliot, Robert Lowell, Ezra Pound, Wallace Stevens, and others.

**ENGL 563 RECENT AMERICAN FICTION 3**

Fiction of approximately the last thirty years in the context of American culture and the traditions of American fiction. The course analyzes the characteristics of theme, technique, and sensibility that form the basis of a writer's response to the ambiguities of life in the contemporary world. Works by Bellow, Mailer, Roth, Oates, Updike, Didion, O'Connor, Walker, Godwin, Brautigan, Ellison, Baldwin, and others.

**ENGL 564 AMERICAN DRAMA 3**

The major American playwrights, such as Eugene O'Neill, Thornton Wilder, Arthur Miller, and Tennessee Williams, are placed in the perspective of their contemporaries and of traditions of the American stage.



**ENGL 598 INDEPENDENT STUDY OF AMERICAN LITERATURE 3**

The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars. Permission of the graduate program coordinator and of the project supervisor is required before registration.

**COMPARATIVE LITERATURE**

**ENLT 513 LITERARY CRITICISM FROM 1800 TO THE PRESENT 3**

The break from classical theory (notably by the Romantics) and the search, principally in our own day, for new definitions of the nature and function of literature. Throughout the course, critical theory is related to the history, art, and principal writings of each period.

*Prerequisite: ENLT 512 or instructor's permission.*

**ENLT 570 THE MODERN NOVEL 3**

Selected works by European, English, and Latin American masters, illustrating the evolution of the novel during the twentieth century. Works by James, Proust, Kafka, Dos Passos, Woolf, Gide, Mann, Hesse, Stein, Beckett, and others.

**ENLT 571 TRENDS IN THE CONTEMPORARY NOVEL 3**

A study of eight to twelve novels written since 1950 in English, French, German, Spanish, and Italian. The selections will be distributed evenly among the languages. Emphasis will be upon literary trends common to the contemporary novel regardless of the language in which it is written. Representative authors include Fowles, Ellison, Cortazar, Garcia Mar'quez, Goytisolo, Sollers, Duras, Böll, Frisch, and Moravia.

**ENLT 572 MODERN MOVEMENTS IN THE ARTS: FUTURISM THROUGH SURREALISM 3**

A comparative and interdisciplinary course in the theory and practice of modernism in literature, music, and the visual arts in Europe, the United States, and Latin America. The specific objectives are to explore the origins, the development and the influence of four major movements in the modern arts: futurism, expressionism, Dada, and surrealism.

**ENLT 577 FILM STUDIES 3**

On a rotating basis, different cultural, historical, and aesthetic aspects of American, British, or world film will be examined. See current announcement. Students may repeat Film Studies so long as the topic is different each time.

**ENLT 599 INDEPENDENT STUDY IN COMPARATIVE LITERATURE 3**

The student completes a research project under the supervision of a member of the graduate faculty. This course is designed to allow investigations into areas not covered by regular courses and seminars. Permission of the graduate advisor program coordinator and of the project supervisor required before registration.

## ENGLISH EDUCATION

### **ENGL 581 TEACHING WRITING 3**

In a workshop format, secondary school and college teachers of writing explore current theory and practice in the teaching of writing. Participants develop instructional materials based on sound theory.

### **ENGL 582 TEACHING BASIC WRITING 3**

The basic writer has severe difficulties with the language, conventions, and mechanics of academic writing and is therefore usually placed in “remedial” courses in high school and college. This course explores the social, educational, and linguistic causes of these students’ problems, and helps secondary school and college teachers to develop a coherent approach to basic writing instruction. In the course of the semester, the teachers also create and share practical teaching techniques.

## SEMINARS

### **ENGL 600 SEMINAR IN BRITISH LITERATURE 3**

Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. Students may repeat the British seminar so long as the topic is different each time.

### **ENGL 601 SEMINAR IN AMERICAN LITERATURE 3**

Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. Students may repeat the American seminar so long as the topic is different each time.

### **ENLT 602 SEMINAR IN COMPARATIVE LITERATURE 3**

Advanced study of an author, genre, movement, theme, or critical theory. See current announcement for specific topic. Students may repeat the Comparative Seminar so long as the topic is different each time.

## WRITING SEMINAR

### **ENWR 590 GRADUATE WRITING SEMINAR 3**

Developing writing skills in one or more of the following: essay, business report, technical report, scholarly research, autobiography, fiction, drama, poetry.

*Prerequisites: Submission of writing samples and instructor’s permission.*

## REQUIRED COURSES

### **ENGL 605 SEMINAR IN LITERARY RESEARCH 3**

Instruction and practical experience in such areas as reference sources, textual study, kinds of criticism, and the basics of editing. Recommended for the first or second semester of graduate study.

### **ENGL 606 THESIS WRITING 3**

Working closely with a research advisor, the student conducts a scholarly investigation and completes an acceptable master’s thesis.

# ENVIRONMENTAL STUDIES

*Program Director: Dr. David K. Robertson*

*Graduate Advisor: Dr. W. Augustus Rentsch*

The Master of Arts degree in Environmental Studies offers concentrations in Environmental Education, Environmental Health, Environmental Management, and Environmental Science. Each of these concentrations is designed for professional careers. Environmental Education serves the needs of teachers; Environmental Health serves the need of health professionals; Environmental Management serves government and business leaders; and Environmental Science serves industry. The program is administered by the Department of Environmental, Urban and Geographic Studies. The facilities of the New Jersey School of Conservation, operated by the College at Stokes State Forest, are available as an additional resource for the study of the natural environment.

## ADMISSION REQUIREMENTS

The requirements established for all graduate studies and for matriculation at Montclair State will be followed in respect to this program. Students with weak undergraduate preparation for environmental studies will be required to complete prerequisite courses at the undergraduate level and/or appropriate graduate level.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN ENVIRONMENTAL STUDIES

(minimum 32-33 semester hours)

### CONCENTRATION IN ENVIRONMENTAL EDUCATION

			Semester Hours
I.	Required Courses .....		21
	ELRS 503	Methods of Research (must be taken within first two semesters) .....	3
	ENVR 508	Environmental Problem Solving .....	3
	ENVR 509	Environmental Change and Communication .....	3
	ENVR 550	Environmental Education .....	3
	BIOL 570	Ecology .....	3
	or		
	CNFS 505	Society and Natural Environment .....	2
	and		
	CNFS 525	Field Laboratory Experience in Society and the Natural Environment .....	1
	CNFS 500	Curriculum Development in Environmental Education (a field practicum) .....	3



II.	Required Research Option .....	6
	Option A	
	ENVR 697 Thesis .....	6
	Option B	
	CURR 534 Strategies for Curriculum Change .....	3
	ENVR 695 Research Project in Environmental Studies .....	3
III.	Required Electives .....	6
	ANTH 534 The Transmission of Culture .....	3
	BIOL 430 Field Ornithology .....	3
	BIOL 431 Entomology .....	3
	BIOL 521 Field Studies of Flowering Plants .....	3
	BIOL 523 Mycology .....	3
	CNFS 460 Practicum in Environmental Education .....	3
	CNFS 495 Workshop on Utilizing Natural Environments .....	1
	CNFS 496 Field Studies in Humanities and Natural Science .....	1
	CNFS 497 Field Studies in Social Studies and Outdoor Recreation .....	1
	CNFS 501 Outdoor Teaching Sites for Environmental Education .....	2
	and	
	CNFS 521 Field Laboratory Experience in Outdoor Teaching Sites for Environmental Education .....	1
	CNFS 502 American Heritage Skills .....	2
	and	
	CNFS 522 Field Laboratory Experience in American Heritage Skills .....	1
	CNFS 503 Humanities and the Environment .....	3
	CNFS 504 Field Techniques for Teaching the Humanities .....	3
	CURR 534 Strategies for Curriculum Change .....	3
	EDFD 540 Social Forces and Education .....	3
	ENVR 409 Environmental Law .....	3
	ENVR 531 Independent Study in Environmental Studies .....	1 - 4
	ENVR 551 Natural Resource Management .....	3
	EUGS 509 Water Resource Management .....	3
	HLTH 532 Air Pollution .....	3
	SOCI 565 Sociology of Youth .....	3
IV.	Comprehensive Examination	

## CONCENTRATION IN ENVIRONMENTAL HEALTH

I.	Required courses .....	18
	BIOL 570 Ecology .....	3
	ENVR 508 Environmental Problem Solving .....	3
	ENVR 509 Environmental Change and Communication .....	3
	HLTH 502 Determinants of Environmental Health .....	3
	HLTH 603 Research Project in Health .....	3

II.	Required Electives .....	12
A minimum of 6 semester hours from elective areas A and B each.		
A. Health Services Area		
HLTH	500 Health Aspects of Family Living .....	3
HLTH	516 Selected Developments in Community Health .....	3
HLTH	528 The Evaluation of Health .....	3
HLTH	530 Health Issues Seminar .....	3
HLTH	531 Independent Study in Health .....	3
HLTH	535 History and Foundations of Health I .....	3
HLTH	536 History and Foundations of Health II .....	3
HLTH	565 Foundations of Epidemiology .....	3
B. Life Sciences Area		
BIOL	531 Medical Parasitology .....	3
BIOL	543 Comparative Immunology .....	3
BIOL	553 Microbial Ecology .....	4
EUGS	509 Water Resource Management .....	3
HLTH	531 Independent Study in Health .....	3
HLTH	532 Air Pollution .....	3
III.	Electives .....	3
IV.	Comprehensive Examination	

## CONCENTRATION IN ENVIRONMENTAL MANAGEMENT

I.	Required Courses .....	15
BIOL	570 Ecology .....	3
ENVR	508 Environmental Problem Solving .....	3
ENVR	509 Environmental Change and Communication .....	3
ENVR	610 Seminar: Environmental Management .....	3
EUGS	521 Research Methods and Techniques .....	3
II.	Required Electives .....	12
A minimum of 6 semester hours from elective areas A and B each		
A. Scientific Data and Concepts Area		
ANTH	411 Archeological Field Methods .....	3
CHEM	411 Water Analysis and Purification .....	3
ENVR	409 Environmental Law .....	3
ENVR	531 Independent Study in Environmental Studies .....	1 - 4
EUGS	405 Computer Mapping .....	3
GEOS	525 Environmental Geoscience .....	3
HLTH	502 Determinants of Environmental Health .....	3
PHMS	558 Coastal Geomorphology .....	3
PSYC	556 Environmental Psychology .....	3
B. Policy-making, Analysis and Management Area		
ECON	501 Economic Analysis .....	3
ECON	508 Economics of Public Management .....	3
ECON	510 Urban Economics: Problems and Policy .....	3
ENVR	531 Independent Study in Environmental Studies .....	1 - 4

	ENVR 537	Natural Resource Management .....	3
	EUGS 501	Air Resource Management .....	3
	EUGS 505	Human Environment .....	3
	EUGS 509	Water Resource Management .....	3
	EUGS 513	Waste Management .....	3
	EUGS 550	Urban Studies and Policy Analysis .....	3
	PSYC 553	Urban Psychology .....	3
III.	Electives .....		6
IV.	Comprehensive Examination		

## CONCENTRATION IN ENVIRONMENTAL SCIENCE

I.	Required courses .....		15
	BIOL 570	Ecology .....	3
	GEOS 525	Environmental Geoscience .....	3
	GEOS 575	Geochemistry .....	3
	GEOS 628	Seminar: Environmental Graphics .....	3
	HLTH 502	Determinants of Environmental Health .....	3
II.	Required Electives .....		12
	A minimum of 6 semester hours from elective areas A and B each		
	A. Bio-ecology Area		
	BICL 505	Bacteriological Techniques in Marine Sampling .....	2
	BIOL 430	Field Ornithology .....	3
	BIOL 467	Biology of the Fishes .....	4
	BIOL 521	Field Studies of Flowering Plants .....	4
	BIOL 522	Plant Pathology .....	3
	BIOL 531	Medical Parasitology .....	3
	BIOL 532	Insect Ecology and Behavior .....	3
	BIOL 543	Advances in Immunology .....	3
	BIOL 550	Topics in Microbiology .....	4
	BIOL 553	Microbial Ecology .....	4
	BIOL 571	Physiological Plant Ecology .....	4
	BIOL 572	Ecology of the Estuary .....	4
	BIOL 573	Benthic Ecology .....	4
	PHMS 565	Tidal Marsh Ecology .....	4
	B. Physical Environment Area		
	CHEM 411	Water Analysis and Purification .....	3
	CHEM 570	Advanced Biochemistry .....	3
	EUGS 509	Water Resource Management .....	3
	GEOS 530	Paleoecology .....	3
	GEOS 537	Biostratigraphy of New Jersey .....	3
	GEOS 560	Advanced Marine Geology .....	3
	GEOS 571	Geophysics .....	3
	GEOS 573	Nuclear Geophysics .....	3
	HLTH 532	Air Pollution .....	3
	PHMS 558	Coastal Geomorphology .....	4
III.	Comprehensive Examination		



**Note:**

1. Electives for all these concentrations may be added by the college. The advisor should be contacted before any are selected by the student.
2. It is the student's responsibility to file for the comprehensive examination with the departmental advisor. At that time, information will be given concerning the nature and scope of the examination.

## ENVIRONMENTAL, URBAN AND GEOGRAPHIC STUDIES

### Course Descriptions

#### Semester Hours

<b>EUGS 501</b>	<b>AIR RESOURCE MANAGEMENT</b>	<b>3</b>
Spatial distribution of energy in the atmosphere treated in terms of natural factors and man's induced changes (atmospheric pollution). Incoming sun energy as modified by man is traced through the atmosphere, vegetation, soil and water.		
<b>EUGS 504</b>	<b>PRO-SEMINAR</b>	<b>1 - 4</b>
Research on selected problems which will vary according to instructor.		
<b>EUGS 505</b>	<b>HUMAN ENVIRONMENT</b>	<b>3</b>
Discussion of population in relation to the physical environment; objectives and skills of numerous culture groups will be examined to clarify existing regional variations in the man-land relationship.		
<b>EUGS 509</b>	<b>WATER RESOURCE MANAGEMENT</b>	<b>3</b>
The spatial patterns of the water resource both as surface water and ground water. Processes affecting availability and techniques of estimation are stressed.		
<i>Prerequisite: ENVR 501.</i>		
<b>EUGS 513</b>	<b>WASTE MANAGEMENT</b>	<b>3</b>
This course examines liquid waste management (sewage, sewerage, septic, and acid mine drainage) and solid waste management (composting, incineration, dumps, sanitary landfills, ocean dumping, and resource recovery). Management of radioactive wastes is included.		
<b>EUGS 521</b>	<b>RESEARCH METHODS</b>	<b>3</b>
Advanced research techniques, beginning with census reports, government surveys and reports from other agencies. Field research, both cultural and physical; mapping techniques; the design of appropriate scale and data transformation to familiarize the range of possibilities and the need for careful choice of data and maps. Computer applications in geographic problem solving.		
<b>EUGS 600</b>	<b>THESIS</b>	<b>4</b>

**EUGS 603 READING SEMINAR IN GEOGRAPHY AND URBAN STUDIES 2**

Required of all master's degree candidates concentrating in Geography and Urban Studies. This semester entails directed independent study in preparation for a 3-hour written comprehensive examination.

**ENVR 508 ENVIRONMENTAL PROBLEM SOLVING 3**

The purpose of this course is to train students to define environmental problems, develop their skills in solving these problems, as well as commitment to work toward their solution. Each lesson consists of student preparation of reading selected articles, classroom orientation, field trips, and the student-instructor follow-up. Field trip topics include pedestrian/vehicle conflict, school site development, plants as a city resource, urban/rural recreation, sign ordinances, transportation and similar topics.

**ENVR 509 ENVIRONMENTAL CHANGE AND COMMUNICATION 3**

Prepare students as professional environmentalists: communication and journalism strategies, theory of persuasion, and roles as catalyst, solution giver, process helpers, and resource person.

**ENVR 531 INDEPENDENT STUDY IN ENVIRONMENTAL STUDIES 1 - 4**

Student must develop statement of goals and phasing for completion, prior to consultation with instructor.

**ENVR 550 ENVIRONMENTAL EDUCATION 3**

Foundations of environmental education-historical, theoretical and conceptual. Includes models, gaming encounters, and teaching strategies.

**ENVR 551 NATURAL RESOURCE MANAGEMENT 3**

Provide background in natural resource management; wildlife, fisheries, forests, water and related components of spaceship earth. Includes field trips.

**ENVR 610 SEMINAR IN ENVIRONMENTAL MANAGEMENT 3**

This is a methods seminar focusing on the techniques of managing a project with environmental significance. Students will design and plan in detail a project to improve an existing environmental problem or to implement an economically important project that would minimize environmental problems.

*Prerequisites: ENVR 501, 502 or instructor's permission.*

**ENVR 695 RESEARCH PROJECT IN ENVIRONMENTAL STUDIES 3**

To complete the research proposal initiated in the research methods course.

*Prerequisites: EUGS 521 or ENVR 503 or ELRS 503, instructor's permission.*

**ENVR 697 THESIS 6**

Preparation and defense of a thesis in environmental studies.

*Prerequisite: Approval of the department chairperson, the graduate advisor, and the faculty thesis advisor.*

# FINE ARTS

*Chairperson: Dr. Anne Betty Weinshenker*

*Graduate Advisor: Prof. Patricia Lay*

The graduate program in Fine Arts allows for a concentration in Studio and Art History. Areas of specialization in Studio are: painting, sculpture, photography, cinematography, drawing, ceramics, printmaking, fiber arts and jewelry. Areas of specialization in art history are: Medieval, Northern Renaissance, Italian Renaissance, Baroque, Neo-classical, Nineteenth Century and Twentieth Century.

## ADMISSION REQUIREMENTS

The requirements established for all graduate studies and for matriculation at Montclair State will be followed in respect to this program. Applicants to the Fine Arts Department are required to take the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).

Eligibility for matriculation for a concentration in Studio or Art History requires either an undergraduate degree in fine arts or the equivalent as determined by the art department. Advice concerning all requirements, including art history requirements, dates of portfolio reviews, and suggested portfolio contents may be obtained from the department's graduate advisor.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN FINE ARTS

### CONCENTRATION IN STUDIO

#### Semester Hours

I.	Required Courses (12 Semester Hours):	
	ARGN 695 Seminar in Art I: Contemporary Art and Aesthetics .....	3
	ARGN 696 Seminar in Art II: Graduate Project .....	3
	Art History (400-600 level) (to be selected with the approval of the graduate advisor) .....	6
II.	Specialization (15 semester hours):	
	Studio courses 500-600 level with at least 12 semester hours in one studio area (to be selected with the approval of the graduate advisor .....	15
III.	Free Electives .....	6
IV.	Final Oral Examination and Graduate Project Review:	
	Information concerning this requirement may be obtained from the graduate advisor.	
	Minimum semester hours .....	33



## CONCENTRATION IN ART HISTORY

	Semester Hours
I. Required Courses (9 semester hours):	
ARGN 503 Resources and Methods of Research in the Arts .....	3
ARGN 697 Master's Thesis I .....	3
ARGN 698 Master's Thesis II .....	3
II. Specialization:	
Art History courses .....	18
ARHS 400 level (maximum 9 semester hours)	
ARHS 500-600 level and appropriate ARGN 500-600 level	
courses (to be selected with the approval of the graduate advisor)	
III. Free Electives .....	6
IV. Final Oral Examination and Thesis Defense.	
Information concerning this requirement may be obtained from the	
graduate advisor.	
Minimum semester hours: .....	33

## FINE ARTS

### Course Descriptions

	Semester Hours
<b>ARFL 580 GRADUATE CINEMATOGRAPHY I</b>	<b>3</b>
Techniques, materials and theories of motion picture production for visually experienced students.	
<i>Prerequisite: Major or minor in Fine Arts or a related area such as theatre, communications, creative writing, etc., or permission of instructor.</i>	
<b>ARFL 581 GRADUATE CINEMATOGRAPHY II</b>	<b>3</b>
Continuation of ARFL 580. Taken serially.	
<b>ARFL 615 GRADUATE CINEMATOGRAPHY III</b>	<b>3</b>
Continuation of ARFL 581. Taken serially.	
<b>ARFL 616 GRADUATE CINEMATOGRAPHY IV</b>	<b>3</b>
Continuation of ARFL 615. Taken serially.	
<b>ARGN 511 GRADUATE INTRODUCTION TO PAPERMAKING</b>	<b>3</b>
An introduction to Western methods of hand papermaking as an art form including historic principles and current applications.	
<b>ARGN 515 GRADUATE LIFE DRAWING I</b>	<b>3</b>
Advanced problems in drawing based upon a study of the human figure.	
<b>ARGN 516 GRADUATE LIFE DRAWING II</b>	<b>3</b>
Continuation of ARGN 515. Taken serially.	
<i>Prerequisite: ARGN 515.</i>	

- ARGN 522 GRADUATE INTERMEDIATE PAPERMAKING I** **3**  
 Pigment and pulp preparation and vacuum table sheet forming.  
*Prerequisite: ARGN 511.*
- ARGN 533 GRADUATE INTERMEDIATE PAPERMAKING II** **3**  
 Pulp experimentation and large mold building.  
*Prerequisite: ARGN 522.*
- ARGN 601 GRADUATE LIFE DRAWING III** **3**  
 Continuation of ARGN 516. Taken serially.  
*Prerequisite: ARGN 516.*
- ARGN 602 GRADUATE LIFE DRAWING IV** **3**  
 Continuation of ARGN 601. Taken serially.  
*Prerequisite: ARGN 601.*
- ARGN 610 INDEPENDENT STUDY I** **1 - 8**  
 Under this course designation advanced students may either expand or extend their experience in a chosen field or medium. Direction, conduct and evaluation of the work developed in consultation with the instructor. As a basis for admission and planning, each student will present a representative selection of his/her prior work in the chosen media. Credits to be arranged. May be repeated for credit.  
*Prerequisite: Permission of the department.*
- ARGN 611 INDEPENDENT STUDY II** **1 - 8**  
 Under this course designation advanced students may either expand or extend their experience in a chosen field or medium. Direction, conduct and evaluation of the work developed in consultation with the instructor. As a basis for admission and planning, each student will present a representative selection of his/her prior work in the chosen medium. Credits to be arranged.  
*Prerequisite: Permission of the department.*
- ARGN 620 FIELD COURSE IN ART I** **2 - 6**  
 Travel courses to art sources in the United States and foreign countries not to exceed 6 graduate credits. First-hand contact with the historic art forms of the places visited and with artists and craftsmen. Each student selects an area of study in which the places visited have rich art resources. As preparation for the course, the student outlines a chosen study problem, reads background material, and lists sources he/she expects to utilize. Taken serially.  
*Prerequisite: Permission of the department.*
- ARGN 621 FIELD COURSE IN ART II** **2 - 6**  
 Continuation of ARGN 620. Taken serially.  
*Prerequisite: Permission of the department.*
- ARGN 633 GRADUATE ADVANCED PAPERMAKING I** **3**  
 Independent historical research combined with contemporary studio work.  
*Prerequisite: ARGN 533.*
- ARGN 644 GRADUATE ADVANCED PAPERMAKING II** **3**  
 Completion of mastery of processes necessary for starting a paper mill.  
*Prerequisite: ARGN 633.*

**ARGN 695 SEMINAR IN ART I: 3**

**CONTEMPORARY ART AND AESTHETICS**

This course involves the graduate student in a consideration of major issues in contemporary art and aesthetics.

**ARGN 696 SEMINAR IN ART II: GRADUATE PROJECT 3**

A continuation of ARGN 695. Should be taken in the student's last semester along with the completion of the Graduate Project.

*Prerequisite: ARGN 695.*

**ARGN 697 MASTER'S THESIS I 3**

Individual research selected under advisement of a faculty committee. Students are advised to initiate their master's thesis after completing at least two courses on the graduate level in the area of the thesis topic and no more than 12 or 16 credits in their general program.

*Prerequisite: Written permission of the graduate advisor on the proper form, with written agreement of a faculty member who will serve as the student's personal advisor.*

**ARGN 698 MASTER'S THESIS II 3**

Individual research selected under advisement of a faculty committee. Students are advised to initiate their master's thesis after completing at least two courses on the graduate level in the area of the thesis topic and no more than 12 or 16 credits in their general program.

*Prerequisite: Written permission of the graduate advisor on the proper form, with written agreement of a faculty member who will serve as the student's personal advisor.*

**ARHS 503 GRADUATE RESOURCES AND METHODS 3**  
**OF RESEARCH IN THE ARTS**

Introduction to the approaches, methods and goals of art-historical research, including descriptive, bibliographic, stylistic, and iconographic analysis.

**ARHS 590 MODERN PHILOSOPHIES OF ART I 3**

Major writers in art in the nineteenth and twentieth centuries. The nature of the creative experience; art in the life of the individual and of society; the creative process; new materials; institutions and sentiments affecting current thinking in the field. Discussions based on readings of philosophers, poets, social scientists and psychologists.

**ARHS 592 SELECTED PROBLEMS ART HISTORY I 3**

Art problems, iconographic topics and themes of a historic, social and philosophical nature. Topic selection will depend upon the special areas of the professor or guest professor invited for the semester.

*Prerequisite: Permission of the department.*

**ARHS 593 SELECTED PROBLEMS ART HISTORY II 3**

Continuation of ARHS 592. Taken serially.

**ARHS 594 NORTHERN RENAISSANCE ART 3**

15th and 16th century paintings in northern Europe especially Italy, Flanders and Holland, the development of Realism and style in relation to social change and the general ideas of the period, including contemporary music. Jan Van Eyck, Van der Weyden, Bosch, Peter Breughel and Matthias Gruenewald.

*Prerequisite: Permission of the department.*



- ARMT 525 GRADUATE METALWORK AND JEWELRY I 3**  
 Designing jewelry and small sculpture in varied metals; the techniques of flat sheet metal and casting.  
*Prerequisites: Graduate prerequisites and permission of the department.*
- ARMT 526 GRADUATE METALWORK AND JEWELRY II 3**  
 Continuation of ARMT 525. Taken serially.  
*Prerequisite: ARMT 525.*
- ARMT 531 GRADUATE CERAMICS: 3**  
**POTTERY AND SCULPTURE I**  
 Experimentation with the potter's wheel; handbuilding methods of forming; further experimentation with clay compositions, glazes and methods of firing. Advanced students will be responsible for developing craftsmanship and a personal idiom.  
*Prerequisites: Undergraduate experience in ceramics, portfolio, and approval of instructor.*
- ARMT 532 GRADUATE CERAMICS: 3**  
**POTTERY AND SCULPTURE II**  
 Continuation of ARMT 531. Taken serially.  
*Prerequisites: ARMT 531; undergraduate experience in ceramics, portfolio, and approval of instructor.,*
- ARMT 541 FORM IN FIBER I (GRADUATE) 3**  
 Designing with simple and four harness floor looms, in a variety of techniques and materials. Taken serially.  
*Prerequisites: 10 semester hours in art, permission of the department.*
- ARMT 542 FORM IN FIBER II (GRADUATE) 3**  
 Primary emphasis on designing with simple and four harness table and floor looms. A variety of techniques and materials. Taken serially  
*Prerequisite: Permission of department.*
- ARMT 543 GRADUATE DECORATION OF FABRICS I 3**  
 Survey course in all aspects of fabric embellishment; tie-dye, batik, blockprint, tritik discharge, silkscreen printing, 3M matrix, etc. Taken serially.  
*Prerequisite: Permission of the department.*
- ARMT 544 GRADUATE DECORATION OF FABRICS II 3**  
 Continuation of ARMT 543. Taken serially.  
*Prerequisite: Permission of the department.*
- ARMT 618 GRADUATE METALWORK AND JEWELRY III 3**  
 Continuation of ARMT 526. Taken serially .  
*Prerequisite: Permission of the department.*
- ARMT 619 GRADUATE METALWORK AND JEWELRY IV 3**  
 Designing jewelry and small sculpture in varied metals. The techniques of flat sheet metal and casting. Continuation of ARMT 618. Taken serially.  
*Prerequisite: ARMT 618; permission of the department.*

- ARMT 622 GRADUATE CERAMICS: POTTERY AND SCULPTURE III** **3**  
 Continuation of ARMT 532. Taken serially.  
*Prerequisites: Undergraduate experience in ceramics, portfolio, and approval of instructor.*
- ARMT 623 GRADUATE CERAMICS: POTTERY AND SCULPTURE IV** **3**  
 Continuation of ARMT 622. Taken serially.  
*Prerequisites: Undergraduate experience in ceramics, portfolio, and approval of instructor.*
- ARMT 624 FORM IN FIBER III (GRADUATE)** **3**  
 Continuation of ARMT 542. Taken serially.  
*Prerequisite: Permission of the department.*
- ARMT 625 FORM IN FIBER IV (GRADUATE)** **3**  
 Continuation of ARMT 624. Taken serially.  
*Prerequisite: Permission of the department.*
- ARMT 626 FORM IN FIBER V (GRADUATE)** **3**  
 Continued experimentation with on-loom and off-loom weaving techniques, synthetic and vegetable dyes. Taken serially.  
*Prerequisite: Permission of the department.*
- ARMT 627 FORM IN FIBER VI (GRADUATE)** **3**  
 Continuation of ARMT 626. Taken serially.  
*Prerequisite: Permission of the department.*
- ARMT 630 GRADUATE DECORATION OF FABRIC III** **3**  
 Continuation of ARMT 544. Taken serially.  
*Prerequisite: Permission of the department.*
- ARMT 631 GRADUATE DECORATION OF FABRIC IV** **3**  
 Continuation of ARMT 630. Taken serially.  
*Prerequisite: Permission of the department.*
- ARPH 570 GRADUATE INTRODUCTORY PHOTOGRAPHY: A CONTEMPORARY ART FORM** **3**  
 Provides for the in-depth study and practice of photography as a visual language. Encourages exploration beyond the camera through studio work, discussions, criticism, films, trips and demonstrations  
*Prerequisites: 10 semester hours in art. Permission of the department.*
- ARPH 571 GRADUATE INTERMEDIATE PHOTOGRAPHY: A CONTEMPORARY ART FORM** **3**  
 Workshop, discussion, lectures, criticism, demonstrations: photography for self expression and greater visual awareness. Creative controls, craftsmanship, perception, presentation and the fine points will be investigated.  
*Prerequisite: ARPH 570.*

- ARPH 609 GRADUATE ADVANCED PHOTOGRAPHY: A CONTEMPORARY ART FORM** 4
- Workshop, discussion, lecture, demonstrations, criticism: photography as an intensive learning experience. Light sensitive materials, controls, photographic approach, selection, zinc system and view camera will be investigated.
- Prerequisite: ARPH 571.*
- ARPH 617 GRADUATE SPECIAL PROCESSES IN PHOTOGRAPHY** 4
- Investigation of nontraditional light sensitive materials for use in the photographic image making process. Extending traditional boundaries of photography through new tools that permit greater manipulation: gum bichromate, cyanotype, platinum, photo etching, and others will be investigated.
- Prerequisite: ARPH 609.*
- ARPR 552 GRADUATE PRINTMAKING I** 3
- Advanced work in various print processes; emphasis on the development of images and concepts as they relate to the printmaking media.
- Prerequisite: Permission of the instructor.*
- ARPR 553 GRADUATE PRINTMAKING II** 3
- Continuation of ARPR 552. Taken serially.
- ARPR 628 GRADUATE PRINTMAKING III** 3
- Continuation of ARPR 553. Taken serially.
- ARPR 629 GRADUATE PRINTMAKING IV** 3
- Continuation of ARPR 628. Taken serially.
- ARPT 511 GRADUATE PAINTING I** 3
- Studio in painting to further the creative expression and technical knowledge of the student in various painting media. Personal and professional development through studio work, trips and the study of the contemporary artists.
- Prerequisite: Permission of the department. Taken serially.*
- ARPT 512 GRADUATE PAINTING II** 3
- Continuation of ARPT 511. Taken serially.
- Prerequisite: ARPT 511.*
- ARPT 515 GRADUATE VISUAL ARTS WORKSHOP** 1 - 12
- Selected studio topics which represent current concerns within the contemporary world of the visual arts.
- ARPT 521 GRADUATE SCULPTURE I** 3
- The student explores independently one or two materials and techniques, and begins to find direction as a sculptor.
- Prerequisite: Permission of instructor.*
- ARPT 522 GRADUATE SCULPTURE II** 3
- Continuation of ARPT 521. Taken serially.
- Prerequisite: ARPT 521 or instructor's permission.*



<b>ARPT 605</b>	<b>GRADUATE PAINTING III</b>	<b>3</b>
Continuation of ARPT 512. Taken serially.		
<i>Prerequisite: ARPT 512 or instructor's permission.</i>		
<b>ARPT 606</b>	<b>GRADUATE PAINTING IV</b>	<b>3</b>
Continuation of ARPT 605. Taken serially.		
<i>Prerequisite: ARPT 605 or instructor's permission.</i>		
<b>ARPT 607</b>	<b>GRADUATE PAINTING V</b>	<b>3</b>
Advanced study in painting; individual projects in various media. Readings in contemporary art, visits to museums and galleries. Taken serially.		
<i>Prerequisites: Permission of the department.</i>		
<b>ARPT 608</b>	<b>GRADUATE PAINTING VI</b>	<b>3</b>
Continuation of ARPT 607. Taken serially.		
<i>Prerequisite: ARPT 607 or instructor's permission.</i>		
<b>ARPT 613</b>	<b>GRADUATE SCULPTURE III</b>	<b>3</b>
Continuation of ARPT 522. Taken serially.		
<i>Prerequisite: ARPT 522 or instructor's permission.</i>		
<b>ARPT 614</b>	<b>GRADUATE SCULPTURE IV</b>	<b>3</b>
Continuation of ARPT 613. Taken serially.		
<i>Prerequisite: ARPT 613 or instructor's permission.</i>		

# FRENCH

*Chairperson: Dr. Kay Wilkins*

*Graduate Advisor: Dr. Lois Oppenheim*

The graduate program in French is designed to prepare students for both teaching and research in language and literature.

A Master of Arts degree opens opportunities to teach in both community colleges and high schools, and provides a solid foundation for students interested in continuing their studies toward a Doctor of Philosophy degree. Graduate training in French is also increasingly useful for positions in government and industries concerned with French-speaking areas of the world.

## ADMISSION REQUIREMENTS

Admission is open to students who hold a bachelor's degree and have completed at least 24 semester hours of undergraduate French or its equivalent. Students applying for admission must satisfy the standard College requirements for admission to graduate study.

After acceptance, the candidates will consult the graduate advisor to plan their programs. The course program must be approved by the graduate advisor each semester before registration. Courses will be offered on a rotating basis to allow diversity of offerings. Please consult department chairperson for details.

Individuals holding the bachelor's degree and showing an adequate proficiency in French may enroll in graduate courses, even though they do not wish to enter the Master of Arts program.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN FRENCH

- I. Required Courses ..... 6
- |          |  |   |
|----------|--|---|
| FREN 508 | Explication de Texte and Stylistic Analysis  | 3 |
| FREN 603 | Research Seminar                             | 3 |
|          | (Waived if student elects to write a thesis) |   |
- One course in the literature of each century to be selected from the following French electives:
- II. French Electives:
- |          |  |   |
|----------|--|---|
| FREN 505 | History of the French Language           | 3 |
| FREN 506 | Advanced French Phonetics                | 3 |
| FREN 507 | Practicum in Translation                 | 3 |
| FREN 509 | Critical Approaches to Literature        | 3 |
| FREN 511 | Medieval French Literature               | 3 |
| FREN 513 | Medieval French Theatre                  | 3 |
| FREN 516 | French Humanism in the Sixteenth Century | 3 |
| FREN 517 | Poetry of the Renaissance                | 3 |
| FREN 525 | Moralists of the Seventeenth Century     | 3 |

FREN 526	Corneille, Racine and Moliere .....	3
FREN 527	Selected Topics in Seventeenth Century French Literature .....	3
FREN 530	Philosophy and Politics in Eighteenth Century France .....	3
FREN 531	The Development of the Novel in Eighteenth Century France .....	3
FREN 532	Eighteenth Century Seminar .....	3
FREN 538	French Novel of the Nineteenth Century I .....	3
FREN 539	French Novel of the Nineteenth Century II .....	3
FREN 540	Nineteenth Century French Poetry .....	3
FREN 542	Twentieth Century French Theatre .....	3
FREN 543	Twentieth Century French Poets .....	3
FREN 544	Twentieth Century French Novel I .....	3
FREN 545	Twentieth Century French Novel II .....	3
FREN 546	Twentieth Century Seminar .....	3
FREN 547	Francophone Literature .....	3
FREN 548	Contemporary French Civilization: Selected Topics .....	3
III.	Free Electives .....	6
IV.	Thesis (Optional) .....	4
V.	Comprehensive Examination: One session	

All candidates for the master's degree must pass a comprehensive examination designed to test critical ability and familiarity with major works of French literature. Before registering for the comprehensive examination students must have completed all their course work (with the exception of the 603 Research Seminar) and have satisfied the requirement of having taken 1 course on the literature of each century.

The examination is based on a reading list and course content.

Minimum: 33 semester hours.

## FRENCH

### Course Descriptions

	Semester Hours
<b>FREN 500 FRENCH AS A RESEARCH TOOL</b>	<b>3</b>
Learning to read French as a tool for research (a "service" course for MA candidates in English; successful completion of this course will satisfy the language requirement).	
<b>FREN 505 HISTORY OF THE FRENCH LANGUAGE</b>	<b>3</b>
Structures of modern French as outcome of linguistic and cultural processes over 2,000 years.	
<b>FREN 506 ADVANCED FRENCH PHONETICS</b>	<b>3</b>
Principles of general and experimental phonetics. Previous knowledge of phonetics desirable.	



<b>FREN 507 PRACTICUM IN TRANSLATION</b>	<b>3</b>
Basic principles and theory of translation with emphasis on research techniques. <i>Prerequisite: Adequate competency in the language for the purpose of translation training.</i>	
<b>FREN 508 EXPLICATION DE TEXTE AND STYLISTIC ANALYSIS</b>	<b>3</b>
Techniques of "explication de texte and stylistic analysis" as an instrument for development of critical reading ability, and as pedagogical tool for teaching literature as well as language through literature.	
<b>FREN 509 CRITICAL APPROACHES TO LITERATURE</b>	<b>3</b>
Fundamental notions of contemporary French literary criticism; theory and practice.	
<b>FREN 511 MEDIEVAL FRENCH LITERATURE</b>	<b>3</b>
French literature from ninth through fifteenth centuries emphasizing the "Chanson de geste" and the "Roman courtois."	
<b>FREN 513 MEDIEVAL FRENCH THEATRE</b>	<b>3</b>
Origins and development of theatre in France during the Middle Ages.	
<b>FREN 516 FRENCH HUMANISM IN 16TH CENTURY</b>	<b>3</b>
Humanistic ideals as reflected in the works of Rabelais, Montaigne and other authors.	
<b>FREN 517 POETRY OF THE RENAISSANCE</b>	<b>3</b>
Major works of Marot, Ronsard, Du Bellay, and other poets of the Pleiade.	
<b>FREN 525 MORALISTS OF THE 17TH CENTURY</b>	<b>3</b>
Representative works of Descartes, Pascal, La Rochefoucauld, Saint Simon, La Bruyere, and other authors.	
<b>FREN 526 CORNEILLE, RACINE AND MOLIÈRE</b>	<b>3</b>
Dramatic art as reflected in representative plays of the three authors.	
<b>FREN 527 SELECTED TOPICS IN 17TH CENTURY FRENCH LITERATURE</b>	<b>3</b>
Changing topics to include in-depth studies of individual authors.	
<b>FREN 530 PHILOSOPHY AND POLITICS IN 18TH CENTURY FRANCE</b>	<b>3</b>
Impact of the "philosophes" on religious, political and sociological thought.	
<b>FREN 531 THE DEVELOPMENT OF THE NOVEL IN 18TH CENTURY FRANCE</b>	<b>3</b>
Study of the social and historical context of a novel and its particular form (e.g. epistolary, episodic, etc.)	
<b>FREN 532 18TH CENTURY SEMINAR</b>	<b>3</b>
Changing topics to include in-depth studies of individual authors and genre topics.	
<b>FREN 538 FRENCH NOVEL OF 19TH CENTURY I</b>	<b>3</b>
Insight into major works of Balzac and Stendhal.	
<b>FREN 539 FRENCH NOVEL OF 19TH CENTURY II</b>	<b>3</b>
Insight into major works of Flaubert and Zola.	

<b>FREN 540</b>	<b>19TH CENTURY FRENCH POETRY</b>	<b>3</b>
Development of French poetry from Romanticism to Symbolism.		
<b>FREN 542</b>	<b>20TH CENTURY FRENCH THEATRE</b>	<b>3</b>
Major modern currents and trends in drama.		
<b>FREN 543</b>	<b>20TH CENTURY FRENCH POETS</b>	<b>3</b>
Within a general developmental context, emphasis upon thematic, and structural analysis of work of Apollinaire, Reverdy, Char, Eluard and Bonnefoy.		
<b>FREN 544</b>	<b>20TH CENTURY FRENCH NOVEL I</b>	<b>3</b>
Evolution of the French novel from Proust to Camus.		
<b>FREN 545</b>	<b>20TH CENTURY FRENCH NOVEL II</b>	<b>3</b>
Evolution of the French novel from the "New Novel" of the 50's to contemporary French writing.		
<b>FREN 546</b>	<b>20TH CENTURY SEMINAR</b>	<b>3</b>
Changing topics on twentieth century French literature.		
<b>FREN 547</b>	<b>FRANCOPHONE LITERATURE</b>	<b>3</b>
Major Francophone writings outside continental France.		
<b>FREN 548</b>	<b>CONTEMPORARY FRENCH CIVILIZATION - SELECTED TOPICS</b>	<b>3</b>
Study of institutions and culture of contemporary France.		
<b>FREN 603</b>	<b>RESEARCH SEMINAR</b>	<b>3</b>
Opportunity to apply research techniques on a specific topic of the student's choice.		

# GEOSCIENCE

*Chairperson: Professor Richard H. Hodson*

*Graduate Advisor: Dr. Charles L. Hamilton*

The graduate programs in Geoscience are designed to enable the student to pursue further study in the various areas of the Department for professional or personal reasons, to further his preparation for the teaching profession, or for a career requiring advanced training.

For the arts and science student, a graduate program is designed to give opportunity for in-depth study in the broad field of Geoscience (geology). The program provides sufficient flexibility through electives so that emphasis in (1) metamorphic and igneous geology, (2) stratigraphy, paleobiology and sedimentology, or (3) oceanography and marine geology is possible. Some of the above courses will be taken at the various sites of the New Jersey Marine Science Consortium.

## ADMISSION REQUIREMENTS

Prior to matriculation the student should have completed a subject matter background of at least twenty-four semester hours in the area of specialization, as well as sufficient background, in related sciences and basic mathematics. In cases of a weak undergraduate background, prerequisite courses, not for graduate credit, may be assigned.

Candidates must fulfill the other criteria for graduate matriculation as listed in this bulletin (Admission to Graduate Study). Each candidate's background and credentials must be approved by the graduate advisor for the department.

## REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN GEOSCIENCE

Thirty-two semester hours are required, of which up to eight may be at the 400 level. Additional 400 level courses will not be given credit without written approval of the department graduate advisor. Additional hours may be required to compensate for any deficiencies in the applicant's undergraduate record.

Degree candidates employed in the field of education may use six semester hours of free electives for graduate courses in the area of professional education.

I.	Required Courses (one from each group) .....	9 - 12
A.		
	GEOS 537 Biostratigraphy of New Jersey .....	4
	GEOS 533 Advanced Invertebrate Paleobiology .....	4
	GEOS 530 Paleocology .....	3
B.		
	GEOS 503 Advanced Physical Geology .....	4
	GEOS 504 Advanced Historical Geology .....	3
	GEOS 571 Geophysics .....	3



C.	GEOS 543	Advanced Mineralogy .....	3
	GEOS 546	Petrography .....	4
	GEOS 545	Optical Mineralogy .....	4
II.	Geoscience Electives .....		10 - 13
III.	Research		
	GEOS 695	Thesis .....	4
IV.	Free Electives .....		6
V.	Comprehensive Examination		

Minimum: 32 semester hours

## GEOSCIENCE

### Course Descriptions

	Semester Hours
<b>GEOS 502 THE DYNAMIC EARTH</b>	<b>4</b>
Origin, evolution and history of the earth. Internal and external processes by which minerals and rocks form and are modified. Interpretation of rock features and structures and significance of the fossil record. Plate tectonics, geomorphology, oceanography, and meteorology. The course is conducted at a more rigorous level than introductory, undergraduate courses. Research project and field trips are required. (3 hours lecture; 2 hours lab)	
<i>Prerequisites: Undergraduate degree in science or mathematics or permission of the instructor. (Not open to graduates of a geology or geoscience program.)</i>	
<b>GEOS 525 ENVIRONMENTAL GEOSCIENCE</b>	<b>3</b>
In-depth study of the relationships between man and the physical environment of atmosphere, hydrosphere and lithosphere. Particular attention to problems of mineral resource and fossil-fuel depletion; pollution of air, water and soils and waste disposal and recycling, simple computer modeling of environmental situations. (3 hours lecture)	
<i>Prerequisite: Graduate standing in either the Environmental Studies-Physical or Geoscience Program, or instructor's permission.</i>	
<b>GEOS 530 PALEOECOLOGY</b>	<b>3</b>
Distribution and association of fossils as interpreted from the evidence presented in the geologic record. Detailed paleoecological field study made of selected faunal assemblages. (2 hours lecture; 2 hours lab)	
<i>Prerequisite: Course in invertebrate paleobiology.</i>	
<b>GEOS 532 MICROPALIOBIOLOGY</b>	<b>4</b>
Taxonomic, morphologic, paleoecologic and stratigraphic consideration of microfossils with special emphasis on those from the marine environment. (3 hours lecture; 2 hours lab.)	
<i>Prerequisites: GEOS 431 or BIOL 130 or instructor's permission.</i>	

**GEOS 538 SEDIMENTARY PETROGRAPHY 4**

The interpretative study of the structures, textures, composition and genesis of sedimentary rocks. Laboratory analyses of sediments and sedimentary rocks by optical, mechanical and chemical methods and the graphical representation of the resultant data. (3 hours lecture; 2 hours lab.)

*Prerequisites: Course in stratigraphy and optical mineralogy.*

**GEOS 543 ADVANCED MINERALOGY 3**

Chemical and physical principles as applied to minerals. Detailed study of representative minerals from the various families. Advanced techniques will be performed by the student. Field trips. (2 hours lecture; 2 hours lab.)

*Prerequisites: Course in mineralogy.*

**GEOS 560 ADVANCED MARINE GEOLOGY 3**

Development and evolution of the ocean basins; marine sedimentation; shoreline development and classification; submarine topography; mineral resources of the sea. Laboratory analysis of marine sediments and fossil assemblages. Required field trips.

*Prerequisites: Courses in physical geology and one 400 level course in marine geology or oceanography.*

**GEOS 575 GEOCHEMISTRY 3**

Chemical laws and principles applied to the earth, chemical composition of the earth, distribution and relative abundance of the elements. Radioactive materials, atmospheric precipitation of geochemicals, the geochemistry of polluted water (including solid and liquid wastes), study of meteorites. Required field trips. (3 hours lecture)

*Prerequisites: General chemistry, petrology.*

**GEOS 592 SPECIAL PROBLEMS IN GEOSCIENCE 1 - 4**

Independent research project to be performed by the student under faculty guidance.

*Prerequisite: Matriculation for the M.S. degree in Geoscience or permission of Geoscience faculty.*

**GEOS 695 THESIS 4**

In-depth field, laboratory and library investigation of a problem in the area of the student's interest in geoscience; results will be presented in oral and written form culminating in a written thesis.

*Prerequisite: Matriculation for the M.S. degree in geoscience.*

**PHMS 598 SPECIAL PROBLEMS IN THE MARINE SCIENCES 1 - 4**

An opportunity for the qualified graduate student to do research in a field of marine science selected under the guidance of a professor. Open only to graduate students who have indicated a potential for original thinking. Also offered at the site of the New Jersey Marine Sciences Consortium.

*Prerequisites: Graduate standing in natural or social science and permission of the departmental graduate advisor.*

# HEALTH EDUCATION

*Chairperson: Dr. Michael Davidson*

*Graduate Advisor: Dr. Harry H. Hoitsma*

The Department of Health Professions prepares professionals for careers in health education and various selected areas of the health professions. The graduate program leads to a Master of Arts degree in health education. Advanced study is provided to candidates engaged in, or seeking, positions in the broad and expanding spectrum of the health professions in the school, community, business and industrial sectors, the media and various other segments of the health care delivery system.

The curriculum provides a foundation of required coursework which is complemented by a wide array of health professions electives, interdisciplinary coursework and varied educational experiences afforded by diverse instructional approaches. Advancements in the scientific realm combined with practical applications address our contemporary health problems. There is a definite research focus within the program. Students are provided with the option of either conducting a study on a pertinent health topic - in the form of a thesis or research project - or completing a broader-based research seminar. Special student interests, academic objectives and professional goals can be accommodated on an individualized basis. Students must complete a minimum of 32 semester hours and pass a written comprehensive examination.

## POSSIBLE AREAS OF EMPHASIS FOR DEPARTMENTAL ELECTIVES

Candidates may select departmental electives within the Master of Arts program in health education from among the following areas:

- Human Sexuality
- Health Program Administration
- Health Promotion
- Gerontology
- School Health Education
- Environmental and Public Health (prepares candidates for NJ State Health Officer's Examination)

## ADMISSION REQUIREMENTS

All candidates must meet the basic admission requirements for graduate study at Montclair State. The completion of a major in health education from an accredited college or university is preferred. Candidates with degrees in closely related areas will be considered, although prematriculation coursework may be required. Applicants with a minor or less preparation in health education must complete designated coursework prior to matriculation. Students with a major in health education may also be required to undertake additional coursework where academic deficiencies are apparent.



# REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN HEALTH EDUCATION

I.	Required Courses .....	15
	HLTH 503 Research Methods in Health .....	3
	HLTH 528 Evaluation in Health .....	3
	HLTH 526 Curriculum Development in Health Education .....	3
	HLTH 535 History and Foundations of Health I .....	3
	HLTH 601 Research Seminar in Health .....	3
	(plus an additional 3 semester hours in health professions courses)	
	or	
	HLTH 603 Research Project in Health .....	3
II.	Selected Health Professions Coursework .....	9
	The selection of coursework in this area will be determined through careful identification of the academic and professional goals of the student and will pertain to the major thrust of the candidate within the broad parameters of the health education field. See possible areas of emphases listed on previous page; consult with the graduate advisor.	
	HLTH 530 Health Issues Seminar .....	3
	(This course is recommended but not required prior to the comprehensive examination.)	
III.	Electives .....	8
IV.	Comprehensive Examination	

All matriculated students for the MA in Health Education who have completed 15 semester hours or more of health professions coursework, are eligible to take the Written Comprehensive Examination. Candidates are required to complete any three items chosen from among five provided in areas of: research methods, evaluation, history, basic issues and curriculum. All candidates must complete either the evaluation or research methods item although they are permitted to take both. Students retaking any item of the examination may respond to the item area they originally failed or they may employ the option of selecting any other item(s) not previously taken. The examination is scheduled in January and June of each year. Prior registration is necessary through completion of applications available in the departmental offices. Candidates are limited to three attempts in completing the examination. There are no exceptions to this requirement. Candidates must complete the written comprehensive examination before enrolling in the culminating research experience provided in HLTH 601 or HLTH 603.

**Note:**

1. No more than two of the following 400-level courses may be taken for credit applicable to this master's degree:
- |          |  |   |
|----------|--|---|
| HLTH 411 | School Health and Community Services ..... | 3 |
| HLTH 430 | Health Counseling .....                    | 3 |
| HLTH 440 | Health Aspects of Aging .....              | 3 |
| HLTH 442 | Health Promotion .....                     | 3 |
| HLTH 445 | Perspectives on Death .....                | 3 |
| HLTH 460 | Systems of Health Care Delivery .....      | 3 |
| HLTH 470 | Patient Education .....                    | 3 |
| HLTH 490 | Ethics in Health Care .....                | 3 |
| HLTH 491 | Health Education and the Computer .....    | 3 |
2. The department provides opportunity for membership in Eta Sigma Gamma, a national health science honorary society.

**HEALTH PROFESSIONS**

**Course Descriptions**

	Semester Hours
<b>HLTH 502 DETERMINANTS OF ENVIRONMENTAL HEALTH</b>	<b>3</b>
Advanced study of health and safety aspects of the environment: air, water, industrial pollution and the impact of expanding population on health problems. <i>Prerequisite: Courses in similar field or permission of instructor.</i>	
<b>HLTH 503 RESEARCH METHODS IN HEALTH</b>	<b>3</b>
Theoretical and practical experiences in methods of inquiry, designing of research studies, utilization of various tools for gathering data, statistical analysis of data, and writing of research proposals. <i>Prerequisite: HLTH 528 or permission of instructor.</i>	
<b>HLTH 505 SCHOOL HEALTH PROGRAM MANAGEMENT</b>	<b>3</b>
Examines management theory and practices applicable to school health programs. Historical developments and philosophical issues are also reviewed. Includes management techniques, staffing patterns, accounting procedures and evaluation methods essential for the successful school health program. <i>Prerequisite: A basic course in school or community health or permission of instructor.</i>	
<b>HLTH 510 HEALTH EDUCATION WORKSHOP I</b>	<b>1 - 3</b>
For teachers of health education; deeper understandings of subject matter, current methods and techniques for the classroom, and considerations for curriculum development.	

**HLTH 511 BIOMEDICAL AND SOCIAL PERSPECTIVES  
ON DRUGS**

**3**

Examines the complex biomedical and psychosocial dimensions of contemporary drug use, emphasizing consideration of a broad spectrum of physiological responses to and health consequences of involvement. Provides a comprehensive view of the historical and social aspects of drug use, and an analysis of selected major issues presented by our current problems with drugs.

*Prerequisite: Undergraduate course in the study of alcohol and other drugs or permission of instructor.*

**HLTH 512 ALCOHOL WORKSHOP**

**3**

A process-oriented experience planned to enrich and synthesize understanding of selected physiological, psychosocial, medical, legal, economic and safety factors associated with alcohol use and abuse. Attention is focused on education, prevention, treatment and rehabilitation techniques and the study of existing programs.

*Prerequisite: A basic course in drug/alcohol problems or permission of instructor.*

**HLTH 513 DRUG ABUSE SEMINAR**

**3**

Provides seminar setting for concentrated study of selected aspects of contemporary drug problems. Emphasizes major health issues emerging from recent biomedical and societal developments; includes consideration of rehabilitative and treatment approaches, utilizing pertinent sources of information and current research literature.

*Prerequisite: A basic course in drug abuse problems or permission of instructor.*

**HLTH 514 SEXUALLY TRANSMITTED DISEASES**

**3**

In-depth study of determinants of sexually transmitted diseases, their impact on the individual and society, and the special medical, psychological, and social problems which they generate.

**HLTH 516 SELECTED DEVELOPMENTS IN  
COMMUNITY HEALTH**

**3**

Entails use of seminar approach for in-depth analysis of selected developments in community health. Topics will vary according to class interest and timeliness of issue, but might include, among others, radon, adolescent suicide, and control and prevention of AIDS.

*Prerequisite: Courses in similar field or permission of instructor.*

**HLTH 526 CURRICULUM DEVELOPMENT IN  
HEALTH EDUCATION**

**3**

Nature and construction of comprehensive health education curricula, elementary grades through senior high school. Recommended for health education majors only.

*Prerequisite: Basic course in health education and basic course in methods of teaching health education.*

**HLTH 528 THE EVALUATION OF HEALTH**

**3**

Provides for an in-depth study of the theories and principles of measurement and evaluation and their application to the field of health education. The theoretical foundations and the practical considerations for proper selection, development and administration of various measuring instruments, and the analysis of their results constitute the focal points of the course.

*Prerequisite: A basic course in statistics or in tests and measurement.*



**HLTH 530 HEALTH ISSUES SEMINAR 3**

Provides seminar setting for concentrated study of selected major contemporary health issues. A minimum of five topical areas are presented for analysis and interpretation through extensive readings, pertinent written projects, and directed oral communication.  
*Prerequisite: Study in health-related field or permission of instructor.*

**HLTH 531 INDEPENDENT STUDY IN HEALTH 1 - 4**

Under the direction of departmental faculty member. Semester hours determined by the department chairperson following consultation with departmental research committee.  
*Prerequisite: Majors only.*

**HLTH 532 AIR POLLUTION 3**

A consideration of the diverse factors contributing to air pollution, the physiological responses of critical organs to air pollutants, public health and economic implication, air pollution control standards and legislation, and principles of monitoring devices.  
*Prerequisites: Year courses in college chemistry, and mammalian anatomy and physiology.*

**HLTH 535 HISTORY AND FOUNDATIONS - HEALTH I 3**

Comprehensive historical study of our continual struggle against the forces of disease and infirmity. Includes health and medical practices of primitive peoples, ancient civilizations, the Middle Ages, and the Renaissance.  
*Prerequisite: Majors only or instructor's permission.*

**HLTH 536 HISTORY AND FOUNDATIONS - HEALTH II 3**

Comprehensive historical study of health and medical practices beginning with the seventeenth century and extending through the twentieth century. Major health science discoveries are identified and the development of school health education is considered.  
*Prerequisite: Majors only or instructor's permission*

**HLTH 540 SELECTED TOPICS IN MENTAL HEALTH 3**

Entails use of seminar approach for in-depth analysis of selected topics in mental health. Topics will vary according to class interest, but will include, among others, stress, labeling, racism, sexism, and ageism.  
*Prerequisite: A basic course in mental health or psychology.*

**HLTH 545 STRESS AND ILLNESS 3**

Provides for an in-depth study of the relationship between stress and illness. In the process of exploring this relationship, the major sources of stress are identified and their psychosocial determinants and their impact on health are analyzed and discussed. The mechanism of coping with stress and the strategies for reduction and prevention of stress are also studied and critically evaluated.  
*Prerequisite: HLTH 540.*

**HLTH 550 FUNDAMENTALS OF GERIATRICS 3**

A study of the health and well-being, as well as the diseases, of the aged. Individual and community attitudes as they affect the health status of the gerian are examined. Contemporary topics such as changing physiology, mental health, sexuality, health maintenance, terminal care and death as they relate to the aged are also investigated.

**HLTH 551 SELECTED TOPICS IN GERONTOLOGY 3**

Entails use of seminar approach for in-depth analysis of selected topics in gerontology. Topics will vary according to class interest, but will include, among others, ageism, health problems, loss and diminishment, homelessness and terminal old age.

*Prerequisite: HLTH 440.*

**HLTH 560 HUMAN DISEASES 3**

Presents a contemporary view of the major infectious and chronic/degenerative diseases with an emphasis on the principles of causation, process, diagnosis, prevention, and management. Important past and present medical developments are discussed in the context of continuing change, methods and inferences of epidemiologic investigation are studied and the implications of ongoing research are considered. Concludes with an instructional component which addresses methodology and disease specific information resources.

*Prerequisite: A basic course in biology.*

**HLTH 565 FOUNDATIONS OF EPIDEMIOLOGY 3**

Provides an understanding of the epidemiologic method of identifying disease-causing agents. Emphasizes the generation of hypotheses based on descriptive epidemiologic data, the testing of hypotheses by analytical epidemiologic research design, the determination of causality and value of epidemiologic research in developing disease prevention programs.

**HLTH 570 HUMAN SEXUALITY II 3**

This course is designed for students who seek knowledge of the ethical, moral, psychological and biological concepts in human sexuality.

*Prerequisite: HLTH 290.*

**HLTH 575 THE TEACHING OF HUMAN SEXUALITY 3**

Provides for the study of instructional methodologies and resource materials pertaining to human sexuality education. Emphasizes curriculum development, teaching plans, resource selection and the role of the teacher in school and community setting.

*Prerequisite: HLTH 570.*

**HLTH 576 FAMILY PLANNING EDUCATION 3**

Provides students with an in-depth study of family planning education. Topics include history, methods of birth control, process of decision making, family planning services and methods and materials for family planning education.

*Prerequisite: A basic course in human sexuality or equivalent.*

**HLTH 580 HEALTH POLICY AND POLITICS 3**

Provides for the study of politics of health care, health policy issues and the health care delivery system. Special emphasis is placed on health policy as it has evolved in response to sociopolitical and economic factors and expected future trends.

**HLTH 585 ORGANIZATION AND ADMINISTRATION  
OF HEALTH CARE FACILITIES 3**

Analyzes organization and administration of health care facilities. Topics include nature of health care facilities, managerial processes, institutional staffing and productivity, social responsibilities, techniques of managerial innovation, funding sources and health facility legislation. Provides practical applications of relevant theory.

**HLTH 586 HEALTH CARE FACILITIES AND SERVICES FOR THE AGED 3**

An intensive study of the various health care facilities and services for the aged. Emphasizes the functions, administrative structure, and financing of these facilities, and explores accessibility, distribution of services, utilization patterns, financial assistance plans and health manpower. Trends in health care facilities and services for the aged are also discussed.

*Prerequisite: Health Aspects of Aging or equivalent.*

**HLTH 588 PLANNING AND EVALUATION OF HEALTH PROGRAMS 3**

Provides for the study of the processes and techniques of program planning, program implementation and program evaluation from a community health perspective, utilizing material from the related disciplines of epidemiology, sociology, psychology, anthropology, and social work.

*Prerequisite: School and Community Health Program or equivalent.*

**HLTH 601 RESEARCH SEMINAR IN HEALTH 3**

Provides intensive study of the entire spectrum of research literature in the health professions field. Includes opportunities for analysis and critique of selected research studies and synthesis of research findings for theoretical and practical application.

*Prerequisites: HLTH 528 and HLTH 503 or ELRS 503.*

**HLTH 603 RESEARCH PROJECT IN HEALTH 3**

Provides an intensive research experience for master's degree candidates in health education. It reflects the culmination of coursework and involves the completion of a research document. All candidates must satisfactorily complete an oral examination based on the research experience.

*Prerequisite: Successful completion of the departmental written comprehensive examination, HLTH 503, 528.*



# HOME ECONOMICS

*Chairperson: Dr. Elaine Flint*

*Graduate Advisor: Dr. Karen I. Todd*

The graduate program in Home Economics offers four professional emphases: Home Management/Consumer Economics, Family Life Education, Family Relations/Child Development, and Home Economics Education.

The program is designed to provide students with advanced study needed for college and university teaching, for leadership positions in various professions in business, for social welfare agencies, for public school and adult education programs, for research, and for extension service.

## ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State. An individual program of study is developed for each student depending on professional goals and educational background.

Students lacking adequate preparation may be required to take additional courses at the undergraduate level as prerequisite to graduate study.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN HOME ECONOMICS

I.	Required Courses .....	12 - 13
	HECO 507 Research in Home Economics .....	3
	HECO 509 Research Seminar or HECO 600 Thesis .....	3 or 4
	HECO 540 Interdisciplinary Study of the Family .....	3
	HECO 590 Contemporary Issues in Home Economics .....	3
II.	Professional Emphasis .....	9 - 15
	Select from one of the following groups:	
A.	Home Management/Consumer Economics	
	HECO 530 Consumer Behavior .....	3
	HECO 531 Family Financial Problems .....	3
	HECO 532 Family and Consumer Economics .....	3
	HECO 535 Consumer and Family Law .....	3
	HECO 570 The Management of Family Resources .....	3
	HECO 448 Family Counseling .....	3
	HEED 403 Consumer Education Techniques .....	3
B.	Family Life Education .....	15
	HECO 503 Program Development in Family Life Education .....	3
	HECO 514 Child in the Family .....	3
	HECO 542 Dynamics of Family Interaction .....	3
	HECO 570 Management of Family Resources .....	3

HLTH 570	Human Sexuality II .....	3
or		
PSYC 542	Topics in Human Sexuality .....	3
An Independent Study in Parenting Skills and Resources or an Independent Study in Ethical Issues in Sexuality and Family may be arranged.		
C. Family Relations/Child Development		
HECO 503	Program Development in Family Life Education .....	3
HECO 514	The Child in the Family .....	3
HECO 542	Dynamics of Family Interaction .....	3
HECO 544	Intercultural Study of the Family .....	3
HEFM 445	The Inner City Family .....	3
D. Home Economics Education		
HECO 501	Seminar in Home Economics Education .....	3
HECO 503	Program Development in Family Life Education .....	3
HECO 506	Supervision of Home Economics .....	3
HEED 403	Consumer Education Techniques .....	3
III.	Home Economics Electives .....	3 - 9
To be selected from approved Home Economics courses.		
IV.	Electives Outside the Department .....	3 - 9
V.	Comprehensive Examination, both oral and written to be taken after completing 24 semester hours of graduate study. Students must apply to the graduate advisor at the beginning of the semester in which the exams will be taken. The comprehensive examination is given each Fall and Spring semester.	
VI.	Candidates who choose to write a thesis will register for HECO 600 for four semester hours credit in lieu of HECO 509 Research Seminar. The comprehensive exam is waived. A thesis defense is required upon the completion of the thesis before the candidate's graduate Thesis Committee.	

Minimum: 33 semester hours

## HOME ECONOMICS

### Course Descriptions

	Semester Hours
<b>HECO 503 PROGRAM DEVELOPMENT IN FAMILY LIFE EDUCATION</b>	<b>3</b>

Analysis of the development of family living programs in public schools and other agencies. Current problems, practices, and trends. Designing and planning for the implementation of innovative programs.

*Prerequisite: Graduate status.*

- HECO 507 RESEARCH IN HOME ECONOMICS 3**  
Designed to provide basic research and statistical literacy so that the student can develop a research proposal in its entirety in any one area of home economics.  
*Prerequisite: HECO 304 or equivalent course; graduate matriculation; majors only.*
- HECO 508 INDEPENDENT STUDY 1 - 3**  
An opportunity to study in-depth, areas of home economics which are not offered in the regular curriculum. Approval of department chairperson required.  
*Prerequisite: Instructor's permission; graduate status required.*
- HECO 509 RESEARCH SEMINAR 3**  
Carrying out a research study on specific problems of limited scope. Work may be taken in the following areas: child and family, family and consumer studies, family housing, foods, nutrition, textiles, clothing or home management.  
*Prerequisite: HECO 507; graduate matriculation; majors only.*
- HECO 514 CHILD IN THE FAMILY 3**  
An intensive study of the theories and research related to child rearing techniques. Analysis of factors influencing parental practices and their effects on the child.  
*Prerequisite: Graduate status.*
- HECO 530 CONSUMER BEHAVIOR 3**  
Investigating consumer behavior from the consumers' perspective. Emphasis on individual perception, motivation, learning, and personality as well as family organization, social class, subcultures and national economic trends.  
*Prerequisite: Graduate status.*
- HECO 531 FAMILY FINANCIAL PROBLEMS 3**  
Study of families with financial concerns and crises. Emphasis on effective use of money to meet families' life styles and alleviate problem areas.  
*Prerequisite: Graduate status.*
- HECO 535 CONSUMER AND FAMILY LAW 3**  
Laws and policies of institutions which affect family function, relationships and welfare.  
*Prerequisite: Graduate status.*
- HECO 540 INTERDISCIPLINARY STUDY OF FAMILY 3**  
Contributions which various academic disciplines (history, anthropology, biology, economics, as well as psychology and sociology) make toward a more comprehensive understanding of family life.  
*Prerequisite: Graduate status.*
- HECO 544 INTERCULTURAL STUDY OF FAMILY 3**  
Analytical study of cross cultural regularities and differentials in family structures. Functions and impact of social change on family values and patterns. Varied conceptual approaches to the study of family as well as a broad acquaintance with empirical studies and research.  
*Prerequisite: Graduate status.*



**HECO 580 NEW FINDINGS IN NUTRITION 3**

This course enables students to develop detailed and indepth knowledge of human nutrition, nutrients and their interrelationships. Emphasis is placed on the critical review and analysis of recent development in nutrition research.

*Prerequisite: HENU 382 or equivalent; graduate status.*

**HECO 581 NUTRITION EDUCATION 3**

This course is designed to provide students with skills for developing, implementing, evaluating and funding nutrition education programs for populations with various demographic characteristics.

*Prerequisite: HEED 412.*

**HECO 583 NUTRITIONAL ASPECTS OF FOOD PROCESSING AND HANDLING 3**

A course designed to study the theory and practice of evaluating food processing from a nutritional standpoint and to compare food availability with the effects that various kinds of processing have on nutrient content. This course is appropriate for graduate students and selected seniors in food and nutrition, food service management, biology, chemistry, and health sciences.

*Prerequisites: Undergraduate study in organic chemistry, nutrition, food principles or approval of instructor.*

**HECO 585 FOOD AND NUTRITION ISSUES 3**

An investigation of current issues in food and nutrition with an emphasis on consumer, food industry, government and professional perspectives.

*Prerequisites: HECO 304, HENU 150, HENU 182 or equivalent.*

**HECO 587 NUTRITION EDUCATION PRACTICUM 3**

The practicum is designed to provide students with planned, supervised experiences in a variety of selected business agencies or organizations where nutrition education skills and competencies can be utilized.

*Prerequisites: HECO 580, 581.*

**HECO 590 CONTEMPORARY ISSUES IN HOME ECONOMICS 3**

A seminar dealing with issues in home economics with special emphasis on designing programs for social change.

*Prerequisites: Graduate matriculation and 20 semester hours in graduate program; majors only.*

**HECO 600 THESIS IN HOME ECONOMICS 4**

Individual research selected under advisement of a faculty committee. An oral exam by the committee follows the completion of the project.

Required for registration: written permission from major faculty advisor of the research, and department chair; graduate matriculation.

*Prerequisites: HECO 507 and instructor's permission.*

# INDUSTRIAL TECHNOLOGY AND EDUCATION

*Chairperson: Dr. Martin Greenwald*  
*Graduate Advisor: Dr. George A. Olsen*

The graduate program in Industrial Technology and Education is designed to improve the professional training of technology education teachers, to enhance their teaching proficiency through study of trends and developments in the field, to improve the organization of the technology laboratory and to provide a basis for work in administration and supervision. Emphasis is given to advanced work in technology education, as well as, related fields which broaden professional experiences and accent industrial and technical concepts.

Graduate programs of students matriculated in the department are tailored to the individual's needs through consultation with the graduate advisor. Students must meet the departmental requirements for either a thesis program (Option A) or a non-thesis program with a comprehensive examination (Option B).

Graduate students matriculated in the Master of Arts degree program who desire certification as a Supervisor of Industrial Education or as a Coordinator of Cooperative Industrial Education can arrange their programs with the graduate advisor.

## ADMISSION REQUIREMENTS

Study toward the Master of Arts degree in Industrial Technology and Education presupposes the completion of an undergraduate major in the same area. Individuals who have undergraduate majors in this area, but do not wish to work toward a degree, may enroll in graduate courses in the department.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN INDUSTRIAL TECHNOLOGY AND EDUCATION

### (OPTION A)

I.	Required Courses:		
A.	General		6
	ELRS 503	Methods of Research	3
		Education Elective	3
B.	Industrial Education Specialization		12
I.	Required		
	INED 502	Curriculum Construction and Course Organization in Industrial and Technology Education	3
	INED 509	Facilities Planning for Technology and Technology Education	3
	INED 607	Research and Development (Full Year)	6

## 2. Electives

Six semester hours approved by departmental advisor to be selected from departmental offerings.

- II. Free Electives ..... 4  
 Selected from among any 500 or 600 level course for which the student meets any departmental prerequisites or restrictions. Senior graduate (400 level) courses must be approved by the graduate advisor, when the official work program is developed.
- III. Thesis ..... 4  
 Each candidate for this program will select a thesis topic, thesis advisor, two thesis committee members (one must be from within the department, one may be from outside the department) and register according to department and College policy. An oral examination based on the completed thesis is part of the thesis requirement.
- Minimum: 32 semester hours

# **REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN INDUSTRIAL TECHNOLOGY AND EDUCATION**

## (OPTION B)

- I. Required Courses
- A. General ..... 6  
     ELRS 503 Methods of Research ..... 3  
     Education Elective ..... 3
- B. Industrial Education Specialization ..... 12
1. Required:
- INED 502 Curriculum Construction and Course  
         Organization in Industrial and Technology  
         Education ..... 3
- INED 509 Facilities Planning for Technology and  
         Technology Education ..... 3
- INED 607 Research and Development (Full Year) ..... 6
2. Electives:  
 Twelve semester hours approved by departmental advisor to be selected from departmental offerings.
- II. Free Electives ..... 4  
 Selected from among any 500 or 600 level course for which the student meets any departmental prerequisites or restrictions. Senior graduate (400 level) courses must be approved by the graduate advisor, when the official work program is developed.
- III. Comprehensive Examination  
 A written comprehensive examination, scheduled twice each year during the Fall and Spring semester, is required of all candidates for the Master of Arts Degree within this program option.

Minimum: 36 semester hours



# CERTIFICATION

The department offers three forms of certification:

1. Supervisor
2. Cooperative Industrial Education Coordinator
3. Post-Baccalaureate
  - (a) initial field
  - (b) additional field

For more details, see certification section of this catalog or contact the department graduate advisor.

## TECHNOLOGY

### Course Descriptions

**Semester  
Hours**

<b>INED 502</b>	<b>CURRICULUM CONSTRUCTION AND COURSE ORGANIZATION IN INDUSTRIAL AND TECHNOLOGY EDUCATION</b>	<b>3</b>
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Techniques of industrial and technology education curriculum construction are studied. Special emphasis is placed on the development of courses of study and the related instructional materials.

<b>INED 503</b>	<b>CONTEMPORARY PROBLEMS IN TECHNOLOGY, INDUSTRY AND INDUSTRIAL/TECHNOLOGY EDUCATION</b>	<b>3</b>
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Seminar group exploration of current problems or issues in technology, industry, and industrial/technology education. The seminar follows a research, discussion, presentation format.

<b>INED 504</b>	<b>TECHNICAL PRESENTATIONS</b>	<b>3</b>
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This course acquaints the student with the commercial applications for technical presentations methods as well as career opportunities. Using the methods and techniques introduced in the course the student will plan, illustrate, and model a variety of objects and/or products. Areas of study include two dimensional illustration, three dimensional modeling, oral and written communications, and electronic-media presentation techniques. The design/problem solving process is used as the primary means of instruction.

<b>INED 505</b>	<b>SUPERVISION IN INDUSTRY, EDUCATION, AND TECHNOLOGY</b>	<b>3</b>
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Principles and practices of supervision, as related to industry, industrial/technology education, and technology are discussed and evaluated. Special attention is given to styles of supervision, supervision techniques, communications, and motivation.

**INED 509 FACILITIES PLANNING FOR INDUSTRIAL TECHNOLOGY AND TECHNOLOGY EDUCATION 3**

Facilities planning includes the theoretical and practical application of architectural aspects, operational aspects, floor plan layouts, equipment selection, bid preparation, purchase/lease options and two or three dimensional models.

**INED 512 INTRODUCTION TO TECHNOLOGY EDUCATION 3**

This course is designed to provide the student with the concepts, content and methodology of technology education for application in grades K-12. The systems approach (bio-technology, physical technology and information technology) will be studied. Problem solving as a methodology will be emphasized. Students will participate in actual technology learning activities.

**INED 513 OPERATIONS MANAGEMENT 3**

A course of study focusing on production and service management techniques. Included in the course of study are process design, category planning and scheduling, inventory management, work-force management, quality control, forecasting, materials handling and ordering, employee motivation, and work methods. The student will have the opportunity to investigate any specific area of operations management techniques on an independent basis in consultation with the instructor, as a major research project in the course.

**INED 514 COMPUTER-AIDED DRAFTING: AN INTRODUCTION 3**

An introduction to computer-aided drafting (CAD). Course content will focus around learning the command structure of auto-cad to create, modify, and manage CAD drawings and designs. The student will be exposed to a variety of graphic communication applications and research opportunities focusing on CAD technology.

**INED 515 MANAGEMENT AND PRODUCTION TECHNOLOGY 3**

The course in management and production technology is structured to allow students to organize for production, produce, and market a manufactured product. An independent research product, culminating in an oral presentation of a product suitable for in-class manufacturing, including all necessary jigs and fixtures is also required.

**INED 605 WORKSHOP/SEMINAR IN INDUSTRIAL TECHNOLOGY 3**

Opportunity is afforded the student to study imminent or burgeoning issues, concerns, and/or problems in industry, technology, and/or technology education.

**INED 606 INDEPENDENT STUDY IN TECHNOLOGY 1 - 3**

Advanced individual study on problems beyond what can be accomplished in the classroom. Credit may be obtained for an approved industrial course or seminar related to the student's special area of interest. May be taken three times with the graduate advisor's approval, for a total of three semester hours.

*Prerequisite: ELRS 503 or instructor's permission.*

**INED 607 RESEARCH AND DEVELOPMENT 6**

A survey of industrial research, technical reports, centers, institutes, laboratories and material standards. The undertaking of an industrial research and development problem, reflecting the graduate students' area of concentration, and the preparation of a publishable technical report. To run a full academic year from September to June.

*Prerequisite: ELRS 503.*

**ISCE 501 PRINCIPLES AND PHILOSOPHY OF COOPERATIVE INDUSTRIAL STUDIES 3**

Historic, cultural, social, governmental, economic and technical forces which affect development of cooperative industrial education programs.

**ISCE 502 CURRICULUM CONSTRUCTION IN COOPERATIVE INDUSTRIAL STUDIES 3**

Techniques designed to meet needs of related and laboratory teaching, and school work programs; curriculum materials especially adapted to needs of part-time cooperative trade occupational programs.



# LINGUISTICS

*Chairperson: Dr. Mary E. Call*

## CERTIFICATION PROGRAM IN TEACHING ENGLISH AS A SECOND LANGUAGE (TESL) AS A SECOND TEACHING FIELD

Students seeking certification in Teaching English as a Second Language (TESL) as a second teaching field must complete a course of study of 18 semester hours. Interested students should contact the Linguistics Department for the list of required courses.

Students in other programs may elect Linguistics courses with their advisor's prior approval.

## LINGUISTICS

### Course Descriptions

	Semester Hours
<b>LNGN 500 LANGUAGE AND LINGUISTICS</b>	<b>3</b>
An overview of the study of language and linguistics intended to provide students with a clear understanding of human language and with the conceptual foundations of linguistics. The course will expose students to several major areas within linguistics: language acquisition, phonetics, phonology, morphology, syntax, semantics and pragmatics. It will introduce the major tenets and principles of linguistics without surveying the areas treated in the other graduate courses in the department. It is a prerequisite (or corequisite) for all other courses in the M.A. program.	
<b>LNGN 502 SOCIOLINGUISTICS</b>	<b>3</b>
Study of language in its social context. Topics include: Language and ethnicity, language and social class, standard versus nonstandard varieties of language, code-switching, pidginization and creolization, attitudes towards non-standard varieties of language. <i>Prerequisite or corequisite: LNGN 500.</i>	
<b>LNGN 503 TRANSLATION THEORY</b>	<b>3</b>
An exploration of the principles involved in providing semantic "equivalents" between two languages, emphasizing the problems of translating a variety of different types of texts which reflect major cross-cultural differences. <i>Prerequisite or corequisite: LNGN 500.</i>	
<b>LNGN 504 LEXICOGRAPHY</b>	<b>3</b>
The study of the principles of compiling dictionaries. Topics include: the collection and evaluation of citations, semantics fields, defining, recording pronunciations, and determining usage. Attention will be paid to the differences among different types of dictionaries. Sample dictionaries are examined and students carry out their own lexicographic project. <i>Prerequisite or corequisite: LNGN 500.</i>	

**LNGN 505 CURRENT THEORIES OF 3**

**SECOND LANGUAGE ACQUISITION**

An indepth analysis of the processes of child and adult second language acquisition and how it differs from first language acquisition (SLA) and the implications of these theories for the teaching and learning of second languages. The application of sociolinguistics and psycholinguistics to language teaching.

*Prerequisite or corequisite: LNGN 500.*

**LNGN 510 ADVANCED STRUCTURE OF 3**

**AMERICAN ENGLISH**

A detailed analysis of the phonological and grammatical structures of American English; advanced study of the social and stylistic varieties of American English; various theories of English grammar are studied.

*Prerequisite or corequisite: LNGN 500.*

**LNGN 512 APPLIED SYNTAX AND SEMANTICS 3**

An investigation of the findings of theoretical syntax, semantics and pragmatics and the valuable insights which these provide for syntactic and semantic analysis in language teaching, for language-learning texts, for translation, for work in artificial intelligence, etc.

*Prerequisite or corequisite: LNGN 500.*

**LNGN 516 COMPUTATIONAL LINGUISTICS 3**

A survey of the field of existing computer systems for analyzing natural language. The following areas are covered: parsing, semantic analysis and discourse analysis. Students will be required to analyze human language using a specific programming language such as PROLOG, LISP or Pascal.

*Prerequisite or corequisite: LNGN 500.*

**LNGN 525 METHODOLOGY OF TEACHING ESL 3**

The study of current issues in the teaching of English as a Second Language. Issues may include innovative teaching methodologies, the application of language learning theories to classroom teaching and the adaptation and development of instructional materials.

*Prerequisite: LNGN 500*

**LNGN 527 COMPUTER-ASSISTED LANGUAGE 3**

**INSTRUCTION**

An investigation of computer software for ESL and foreign language classrooms. Students are expected to choose effective software programs and use them in teaching grammar, reading comprehension, listening skills, and writing skills.

**LNGN 528 TESL PRACTICUM 3**

To provide students who are seeking certification in Teaching English as a Second Language (TESL) as a second teaching field, with an opportunity to teach ESL in a formal classroom setting. Arrangements will be made on an individual basis for each student.

*Prerequisites: Completion of all required courses for TESL certification except LNGN 525.*

*Corequisite: LNGN 525.*

**LNGN 529 LANGUAGE TESTING AND ASSESSMENT 3**

Basic concepts of testing: reliability, validity, correlation, etc. Statistical concepts: correlation coefficient, standard deviation, etc. Testing individual language skills: listening, reading, writing and oral proficiency. Testing communicative competence. Measuring language dominance in bilingualism.

*Prerequisites: LNGN 500, 505, 525*

**LNGN 530 LANGUAGE AND CULTURE IN MINORITY EDUCATION 3**

An investigation of the intimate connection between language, culture, and ethnic pride and identity. Study of the communication problems faced by bilingual children due to differences in verbal and nonverbal patterns of communication; survey of various instructional methods and models employed in teaching children from different linguistic and cultural backgrounds; study of the correlation between language and various socio-cultural factors.

*Prerequisite or corequisite: LNGN 500.*

**LNGN 532 LANGUAGE, ETHNICITY AND NATIONALISM 3**

The study of the problems facing multilingual societies. The course explores the function of standard languages and the competition which often exists among different populations and languages. Topics include the role of language in ethnic loyalty, the dynamics of language loss and maintenance and the linguistic, economic, sociological, political and educational aspects of language planning.

*Prerequisites or corequisites: LNGN 500, 502.*

**LNGN 534 LANGUAGE IN CONTACT 3**

A study of the effects of bilingualism and multilingualism on society and on the languages involved. By examining a variety of examples, students become familiar with the possible outcomes of language contact and with the factors that play a role in language-policy decisions in multilingual societies. Pidgins and creoles are also studied.

*Prerequisite or corequisite: LNGN 500.*

**LNGN 536 LANGUAGES OF THE USA 3**

A survey of the indigenous, colonial, and immigrant languages of the U.S., and how they are used in education and general communication. Also studied are factors affecting the maintenance or loss of languages and the shift from native languages to English with discussion of the mutual effects of language contact.

*Prerequisite: LNGN 500.*

**LNGN 538 CROSS-CULTURAL PERSPECTIVES ON LANGUAGE SOCIALIZATION 3**

A cross-cultural analysis of how children are socialized to use language and how children are socialized through the use of language. Investigates how children learn about their culture through learning their language. Connects the phenomenon of language acquisition to the belief-system and family structure within a society.

*Prerequisite: LNGN 500.*



**LNGN 540 LINGUISTICS AND READING 3**

A study of the insights into the reading process provided by the linguist's description of what the speaker knows about language; an analysis of what the process of language acquisition tells us about the process by which children learn to read; an investigation of the connection between dialect differences and reading difficulties and an exploration of the contribution that linguistics makes for teaching second language learners to read English.

*Prerequisite: LNGN 500.*

**LNGN 542 LITERACY 3**

An exploration of the nature of written language and its role in cognition and in social and intellectual life. The linguistic, psychological, and functional differences between speaking, writing, and reading are studied. Literate and non-literate societies are examined.

*Prerequisite or Corequisite: LNGN 500.*

**LNGN 550 FORENSIC LINGUISTICS 3**

The study of the role of the linguist in the field of law. The course analyzes the difference between "truth" as defined by science and by the law. It describes how linguists can serve as "expert witnesses" in civil cases and in a wide range of criminal investigations. It also explores how dialect study, discourse analysis, lexical analysis, phonetics, pragmatics, etc. can provide linguistic evidence crucial to litigation.

*Prerequisite: LNGN 500.*

**LNGN 555 THE STRUCTURE OF AMERICAN  
SIGN LANGUAGE 3**

The study of American sign language, or ASL, the manual language of many deaf Americans. This course approaches ASL from a linguistic perspective, examining its semantics, grammar, and "phonology", and comparing ASL with English and other spoken languages. ASL is also compared with other manual languages use in America, including signed English and "total communication". The educational implications of ASL and other manual languages are discussed.

*Prerequisite: LNGN 500.*

**LNGN 600 SELECTED TOPICS IN APPLIED LINGUISTICS 3**

An intensive study in a particular area of applied linguistics to address topics not covered in other courses. Topics reflect current issues in applied linguistics.

*Prerequisite: LNGN 500.*

**LNGN 605 RESEARCH DESIGN AND STATISTICS IN  
APPLIED LINGUISTICS 3**

A course to train students in research design, methodology and data collection procedures. Students learn basic statistical methods which prepare them for administrative and research positions in fields such as language planning, ESL curriculum evaluation and language learning measurement.

*Prerequisite: All core courses except LNGN 610 Seminar in Applied Linguistics.*

A seminar for the M.A. student who is completing a thesis. This seminar is designed to facilitate the writing of the thesis by providing students with an opportunity to discuss their work with a faculty facilitator and other M.A. students. This course will be taken after the other core courses have been completed and a thesis topic has been approved.

*Prerequisite: All core courses.*

# MATHEMATICS AND COMPUTER SCIENCE

*Chairperson: Dr. Kenneth C. Wolff*

*Graduate Advisor: Dr. Helen M. Roberts*

The Department of Mathematics and Computer Science offers eight masters degrees in Mathematics, Statistics, and Computer Science. Specifically we offer an MS in Mathematics with four different concentrations, an MS in Statistics, an MS in Computer Science as well as an MS in Computer Science with two different concentrations.

## MASTER OF SCIENCE DEGREE IN MATHEMATICS

The Master of Science degree in Mathematics can be taken with concentrations in computer science, mathematics education, pure and applied mathematics, or statistics. Concentrations consist primarily of taking four to six courses in the area of the concentration. The master's degree in mathematics with a computer science concentration differs from the MS degrees in computer science, which are described below. The MS degrees in Mathematics with concentrations in computer science, pure and applied mathematics, and statistics provide students with the advanced material needed for positions of leadership in business, industry and government as well as for teaching at the high school and community college level. The concentration in mathematics education will upgrade the skills of teachers and offers a special combination of courses in mathematics, mathematics education and mathematics education with computer science. All the concentrations prepare students to pursue doctoral degrees.

At present, out of the 33 full-time faculty members in the Department, 20 of the faculty are teaching graduate courses in pure and applied mathematics, mathematics education or statistics. Our curriculum in mathematics, especially applied mathematics, statistics and mathematics education, has integrated modern methods of computing. The special interests of the faculty include algebra, analysis, applied statistics, chaos theory, combinatorics, graph theory, logic, mathematical modeling, mathematics/computer science education, methods and techniques of teaching mathematics, modeling in the biological, chemical and physical sciences, operations research, problem solving, representation theory, and statistical computing and graphics. Our faculty in mathematics education are known throughout the United States.

## ADMISSION REQUIREMENTS

The candidate for the Master of Science degree in Mathematics must present an undergraduate major of at least 30 semester hours in mathematics from an accredited institution. Courses in a related area that have a substantial mathematics content may be submitted toward this requirement. Candidates whose undergraduate preparation is deficient in either depth or breadth will be required to complete certain prerequisites which will not carry graduate credit. All students must meet the admission requirements for graduate study at Montclair State.



A candidate for the Master of Science degree in Mathematics must consult the graduate advisor of the department before matriculation since the choice of graduate courses should be adjusted to the level of preparation in undergraduate work. The student's work program (course requirements of a minimum of 33 semester hours) is prepared in consultation with the graduate advisor. Up to 6 semester hours can be taken at the 400 level. In order to be awarded a Master of Science degree in Mathematics, a student will be required to have an overall 3.0 grade point average, as well as a 3.0 grade point average for courses taken in the Department of Mathematics and Computer Science. In addition a student must pass a comprehensive examination. The content of the examination is based on the degree option chosen. Students are required to have a 3.0 grade point average in order to be eligible to take the comprehensive examination.

**REQUIREMENTS FOR THE MASTER OF SCIENCE  
DEGREE IN MATHEMATICS**

**MS Mathematics  
Computer Science Concentration**

	<b>Semester Hours</b>
I. Computer Science Courses .....	12
Three courses selected from core:	
CMPT: 580, 581, 583, 586	
One additional course selected from:	
CMPT: 570 to 599, 670 to 699 or MATH: 560	
II. Mathematics Electives .....	15
Courses selected from:	
MATH: 520 to 569, 580 to 599, 620 to 669, 680 to 699	
MATH: 420 to 469	
At least 12 semester hours must be at the 500 level. MATH: 425, 426, either 431 or 436 and either 440 or 443 must be taken if equivalent courses have not been taken previously.	
III. Free Electives .....	6
IV. A comprehensive examination in Computer Science and a subspecialty selected from Algebra, Analysis or Statistics. The subspecialty dictates the choice of some of the Mathematics Electives.	

**MS Mathematics  
Mathematics Education Concentration**

	<b>Semester Hours</b>
I. Mathematics Education .....	12
Four courses selected from:	
MATH: 510 to 517*, 570 to 579	
with at least one course selected from each of the following three groups:	

Group A MATH: 570, 571, 572, 573

Group B MATH: 515, 574, 575, 579

Group C MATH: 512, 513, 514\*, 516\*, 517\*

II. Mathematics and/or Computer Science Electives ..... 15

Five courses selected from:

Algebra: MATH: 431, 531, 532, 535, 536

Analysis: MATH: 425, 426, 521, 522, 525, 526

Applied Mathematics Continuous:

MATH: 420, 560\*, 564, 566, 568

Applied Mathematics Discrete: MATH: 569, 580, 581, 584

Computer Science: CMPT: 570 to 599, 670 to 699,

MATH: 514\*, 516\*, 517\*, 560\*

Geometry: MATH: 428, 450, 551, 554, 555

Statistics: MATH: 440, 441, 443, 540 to 549, 640 to 649

Courses must be taken in at least 3 of these 7 areas. At least 9 semester hours must be at the 500 level. MATH: 425 and 431 must be elected if equivalent courses have not been taken previously.

III. Free Electives ..... 6

IV. A comprehensive examination in Mathematics Education (based on courses in Groups A and B above) and a subspecialty selected from Algebra, Analysis, Computer Science or Statistics. The subspecialty dictates the choice of some of the Mathematics and/or Computer Science Electives.

\*MATH: 514, 516, 517 and 560 even though listed in two areas may only count for credit in one of the two areas.

**MS Mathematics**  
**Pure and Applied Mathematics Concentration**

**Semester  
Hours**

I. Pure Mathematics ..... 12

Algebra: MATH: 531-532 or MATH: 535-536

Analysis: MATH: 521-522 or MATH: 525-526

II. Applied Mathematics ..... 6

Two courses selected from:

MATH: 560, 564, 580, 581, 584

III. Mathematics and/or Computer Science Electives ..... 15

In addition to any of the remaining courses listed above, any of the mathematics courses numbered 520 to 569, 580 to 595, 620 to 669, 680-699, including but not limited to: MATH: 540, 541, 548, 566, 568, 569, may be selected. Alternative electives (e.g. MATH: 420 to 469, CMPT: 570 to 599, 670-699) are encouraged with prior written approval of the graduate advisor.

MATH: 425-426 must be elected if equivalent courses have not been taken previously.

IV. A comprehensive examination in Algebra, Analysis and Applied Mathematics.

**MS Mathematics  
Statistics Concentration**

	<b>Semester Hours</b>
I. Statistics Courses .....	12
MATH: 541, 542, 544, 548	
II. Mathematics and/or Computer Science Electives .....	15
Courses selected from:	
CMPT: 570 to 599, 670 to 699	
MATH: 420 to 469	
MATH: 520 to 569, 580 to 599, 620 to 669, 680 to 699	
At least 12 semester hours must be at the 500 level. MATH 425, 426 and either MATH 440 or 443 must be taken if equivalent courses have not been taken previously.	
III. Free Electives .....	6
IV. A comprehensive examination in Statistics and a subspecialty selected from Algebra, Analysis or Computer Science. The subspecialty dictates the choice of some of the Mathematics and/or Computer Science Electives.	

## MASTER OF SCIENCE DEGREE IN STATISTICS

The Department of Mathematics and Computer Science offers a Master of Science degree in Statistics, Master of Science degree in Mathematics with a concentration in Statistics and a Master of Science degree in Computer Science with a concentration in Applied Statistics. The degrees in Mathematics and Computer Science are discussed under Mathematics and Computer Science degrees respectively.

The graduate program in Statistics has been developed for students interested in becoming practitioners of statistics, who are trained in statistical methodology. The programs emphasize the foundations and concepts of statistics as well as the new and developing areas of statistics. Though the applications of statistical science are emphasized, the theoretical foundations are presented as well. Specifically students are prepared for professional work in the design and analysis of experiments, the development and analysis of statistical models, data analytic techniques and the associated computational methods, and statistical computing. The curriculum, is designed to allow students to develop the skills needed to achieve positions in the many pharmaceutical, chemical, health services, public service and consumer product corporations and other industries that require significant research and development efforts. Through the accessibility of computers and the availability of software to analyze huge data sets, the use of statistical methods has now become much more widespread in many industries.

The MS in Statistics is of interest to undergraduate mathematics majors looking for challenging career paths that apply their problem solving skills to important social, health, medical and business issues; undergraduate statistics majors who feel the need to expand their knowledge; people currently working as statistical assistants; people trained in biology, chemistry, physics or medicine who are involved in the analysis of experiments; and computer scientists who are involved in data analysis.



Our statistics faculty have degrees from leading institutions. They are active at the national and local level of professional societies and consult for Fortune 500 companies. Several other department members with training in statistics and probability are active in the statistics program. In addition, we occasionally bring in statistical scientists from local telecommunications or pharmaceutical firms to present courses on special topics in new and developing areas of statistics.

Our proximity to the pharmaceutical industry permits students the exciting option of an applied industrial experience, working under the supervision of a practicing statistician and a departmental faculty advisor.

Students and faculty in the Department have access to state-of-the-art interactive computing environments for data analysis and data graphics. The SAS Application System and S-Plus are available on a network of Sun Microsystem workstations and servers (4/360, 4/330, SPARCStation 2, IPCs and SLCs). Minitab and the IMSL math/stat libraries run on a Digital Equipment Corporation VAX 6310. A wide variety of PC software (such as JMP, MacSpin, Data Desk, Solo, Statistix) is available in our Apple Macintoshes and IBM PS/2's laboratories. Other software is described in the Computer Science section. The network of Sun workstations and servers and DEC minicomputer is connected to other minicomputers via a campus-wide ethernet which allows access to our statistical software from throughout the campus and from off-campus dial-in. A high speed connection between our campus network and the JvNCnet Regional Research Network provides students and faculty in statistical science access to the world-wide Internet, the NSFnet, and the scholars, researchers, statistical scientists, libraries and databases connected to it.

## ADMISSIONS REQUIREMENTS

1. Applicants must possess a bachelors degree from an accredited institution with either:
  - a. A major in mathematics, computer science or statistics.
  - b. A major in science or engineering
  - c. Another major with an overall cumulative grade-point average of 3.0 (B) or other indications of the ability to complete the program.
2. Applicants must have taken at least 18 undergraduate mathematics credits which should include:
  - a. Three semester sequence of calculus
  - b. Linear algebra
  - c. Probability.

Deficiencies in mathematics can be met by taking certain prerequisites which will not carry credit towards the degree.

3. Applicants must be proficient in a computer programming language such as Pascal, PL/I, FORTRAN or C.
4. All students must meet the admission requirements for graduate study at Montclair State.

A candidate for the Master of Science degree in Statistics must consult the graduate advisor of the department before matriculation since the choice of graduate courses should be adjusted to the level of preparation in undergraduate work. The student's work program (course requirements of a minimum of 33 semester hours) is prepared in consultation with the graduate advisor. Up to 6 semester hours can be taken at the 400 level. In order to be awarded a Master of Science degree in Statistics, a student will be required to have an overall 3.0 grade point average, as well as a 3.0 grade point average for courses taken in the Department of Mathematics and Computer Science. In addition a student must pass a three hour written comprehensive examination in statistics. Students are required to have a 3.0 grade point average in order to be eligible to take the comprehensive examination.

REQUIREMENTS FOR THE  
MASTER OF SCIENCE IN STATISTICS

	Semester Hours
I. Required Core Courses .....	15-18 s.h.
MATH: 541 or equivalent*	
MATH: 542, 543, 544, 547, 548	
* this course must be taken if an equivalent course has not been taken previously	
II. Statistical Science Electives .....	12 s.h.
One of the following courses:	
MATH: 640, 646 or 648	
Three or more courses selected from:	
MATH: 545, 546, 549, 640 - 649	
III. Computer Science, Mathematics or Statistics Electives .....	3-6 s.h.
Courses selected from:	
CMPT: 578, 583, 586, 589, 590, 592, 593, 594, 683	
MATH: 540-549, 560, 568, 569, 580, 584, 640-649	
Substitutions are allowed with prior written approval of the graduate advisor. At most 6 semester hours can be taken at the 400 level. At most six semester hours of an applied industrial experience can be taken with approval of the graduate advisor.	
IV. A passing grade on a comprehensive examination. The comprehensive examination is taken in Statistics.	

# MASTER OF SCIENCE DEGREE IN COMPUTER SCIENCE

The Department of Mathematics and Computer Science offers a Master of Science degree in Computer Science, Master of Science degree in Computer Science with a concentration in Applied Statistics or Applied Mathematics, and a Master of Science degree in Mathematics with a concentration in Computer Science.

The graduate program in computer science is designed for students interested in pursuing computer science theoretically as well as practically at an advanced level. The option of taking concentrations within the MS in Computer Science allows for the study of complementary areas that are computer intensive. (Concentrations within the MS in Computer Science are discussed below.) The program is designed to emphasize the foundations and concepts of computer science as well as to introduce students to the newly developing areas of computer science. The program develops concepts rather than routine programming skills. Students are prepared for professional work in the design and implementation of software systems, data base systems, operating systems, artificial intelligence, expert systems, graphics, simulation and algorithms for discrete and continuous structures that will aid in the solution of problems encountered in the scientific and business sector. The curriculum is designed to allow students to develop skills needed to achieve leadership positions in business, industry, and government in computer science or in related fields where computer science has become an important tool. The program is also designed to prepare teachers of computer science at the middle school, high school and two year college levels.

In addition to offering the MS in Computer Science, the Department of Mathematics and Computer Science also offers an MS in Computer Science with concentrations. Concentrations in Computer Science consist of taking 3 courses in a specialized area complementary to computer science, or a computer intensive area. Concentrations in Applied Statistics and Applied Mathematics are available options.

The graduate program in computer science began in 1978. At present, out of the 33 full-time faculty members, 11 members of the department are teaching computer science courses. The special interests of the faculty include algorithms, artificial intelligence, automata theory, chaos theory, complexity theory, data bases, expert systems, graphics, machine organization, architecture and hardware, management information systems, neural networks, operating systems, program verification and telecommunications. The department has the advantage of having professional computer scientists as both faculty and visiting specialists. The visiting specialists are drawn from the aerospace, chemical, computer and pharmaceutical industries. This mix of faculty affords the students the opportunity to obtain an education in both the practical and theoretical aspects of computer science.

Computer facilities comprise access to a VAX cluster, several standalone VAX microcomputers, and SUN Local Area Network. MSCnet, an Ethernet Local Area Network, extends to most of the campus buildings and links us to the NSFnet and the Internet via a 56Kbps line to the JvNC Regional Research Network, allowing communication to colleges and universities, research centers, libraries, and databases around the world. Computing power on campus is provided by a VAX 6310, a VAX 8200, a VAX 3500 and a microVAX with four LSI/11 micros connected to it. These VAX's may be



accessed from the VAX laboratory that contains a variety of DEC terminals or via the MSCnet from numerous remote sites. Outside dialups to MSCnet are available. Software packages available through the VAX system include ADA, IMSL MATH/PROTRAN, LISP, MAPLE, Matrix, Minitab, PROLOG, and SAS. A network of SUN Microsystems' file servers, compute servers and individual workstations is operating under UNIX. Software packages available on the SUN network include C, C++, Derive, Fortran, gcc, Latex, Linda, MAPLE, Mod Sim, Pascal, RISCAda, SAS, S-Plus, Tex, The Publisher and Verilog. The SUN network is also connected to MSCnet. Laboratories of Macintosh SE's, Macintosh IIfx's, NCR/ATT, and IBM PS/2's are available for student use. The SUN, Mac, PS/2 and DEC terminals within the School of Mathematical and Natural Sciences are collectively known as SCInet, the Scientific Computing Initiative Network.

The MS in Computer Science, as well as the MS in Computer Science with a concentration in Applied Statistics or Applied Mathematics are all 33 credit programs. The computer science faculty has developed a sequence of courses that constitute a prerequisite program for students not having the appropriate background in computer science and/or mathematics (this program is discussed below). Upon satisfactory completion of the prerequisite program these students are admitted to the master of science program.

## ADMISSION REQUIREMENTS

1. Applicants must possess a bachelors degree from an accredited institution with either:
  - a. A major in computer science or mathematics
  - b. A major in science or engineering
  - c. Another major with an overall cumulative grade-point average of 3.0 (B) or other indications of the ability to complete the program.
2. Applicants must have taken at least 15 undergraduate mathematics credits including calculus, linear algebra, probability and discrete mathematics. Deficiencies in mathematics can be rectified by taking MATH: 501, 502, 503, which are accelerated Mathematics courses. When required, these will be "prerequisite courses" on the graduate work program. The sequence of prerequisites requires one year to complete, i.e., Fall, Spring and Summer semester.
3. Applicants must:
  - a. Have knowledge of data structures and
  - b. Be proficient in one of the following computer programming languages:
    - i) FORTRAN or Pascal or PL/I
    - ii) Assembly Language

A two-semester course sequence in a language or one year's programming experience in industry will suffice for each of these requirements. Deficiencies in computer science can be rectified by taking CMPT: 505, 506, 507. These are accelerated computer science courses designed for the student to master the necessary concepts for the graduate program rather than just routine programming skills. When required these will be listed as "prerequisite courses" on the graduate work program. The sequence requires one year to complete, i.e., Fall, Spring, and Summer semester.

Applicants satisfying admission requirements but needing to make up work in the fundamentals of Mathematics and/or Computer Science (MATH: 501, 502, 503 and CMPT: 505, 506, 507) are granted deferred matriculation. Upon completion of the necessary courses with a minimum grade point average of 3.0, students will be granted full matriculation.

All students must meet the admissions requirements for graduate study at Montclair State.

A candidate for the Master of Science degree in Computer Science must consult the graduate advisor of the department before matriculation since the choice of graduate courses should be adjusted to the level of preparation in undergraduate work. The student's work program (course requirements of a minimum of 33 semester hours) is prepared in consultation with the graduate advisor. In order to be awarded a Master of Science degree in Computer Science, a student will be required to have an overall 3.0 grade point average, as well as a 3.0 grade point average for courses taken in the Department of Mathematics and Computer Science. In addition a student must have a passing grade on a comprehensive examination based on the core courses. Students are required to have a 3.0 grade point average in order to be eligible to take the comprehensive examination.

**Note:** Courses MATH: 501, 502, 503 and CMPT: 505, 506, 507 are not to be counted among the 33 semester hours required for completion of the program.

# REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE IN COMPUTER SCIENCE

## MS Computer Science

### Semester Hours

- |      |   |    |
|------|---|----|
| I.   | Computer Science .....  | 21 |
|      | Required core courses: CMPT: 580, 581, 583, 586   |    |
|      | Three additional courses selected from:   |    |
|      | CMPT: 570 to 599, 670 to 699 or MATH: 560   |    |
| II.  | Mathematics and/or Computer Science Electives .....   | 12 |
|      | Courses selected from:  |    |
|      | CMPT: 570 to 599, 670 to 699  |    |
|      | MATH: 420 to 469  |    |
|      | MATH: 520 to 569, 580 to 599  |    |
|      | MATH: 620 to 669, 680 to 699  |    |
|      | Substitutions allowed with prior written approval of the graduate advisor. At most six semester hours can be taken at the 400 level.      |    |
| III. | A passing grade on a comprehensive examination. The comprehensive examination is taken in Computer Science and based on the core courses. |    |

**MS Computer Science  
Applied Statistics Concentration**

	<b>Semester Hours</b>
I. Computer Science .....	21
Required core courses: CMPT: 580, 581, 583, 586	
Three additional courses selected from:	
CMPT: 570 to 599, 670 to 699 or MATH: 560	
II. Applied Statistics .....	9
Required courses: MATH: 541, 544, 548	
III. Mathematics and/or Computer Science Elective .....	3
Course selected from:	
CMPT: 570 to 599, 670 to 699	
MATH: 420 to 469	
MATH: 520 to 569, 580 to 599	
MATH: 620 to 669, 680 to 699	
Substitutions are allowed with prior written approval of the graduate advisor. At most six semester hours can be taken at the 400 level.	
IV. A passing grade on a comprehensive examination. The comprehensive examination is taken in Computer Science and is based on the core courses.	

**MS Computer Science  
Applied Mathematics Concentration**

I. Computer Science .....	21
Required core courses: CMPT: 580, 581, 583, 586	
Three additional courses selected from:	
CMPT: 570 to 599, 670 to 699 or MATH: 560	
II. Applied Mathematics .....	9
Three courses selected from:	
MATH: 560, 564, 566, 580, 581, 584	
III. Mathematics and/or Computer Science Elective .....	3
Course selected from:	
CMPT: 570 to 599, 670 to 699	
MATH: 420 to 469	
MATH: 520 to 569, 580 to 599	
MATH: 620 to 669, 680 to 699	
Substitutions are allowed with prior written approval of the graduate advisor. At most six semester hours can be taken at the 400 level.	
IV. A passing grade on a comprehensive examination. The comprehensive examination is taken in Computer Science and based on the core courses.	



# COMPUTER SCIENCE

## Course Descriptions

### Semester Hours

#### **CMPT 505 FUNDAMENTALS OF COMPUTER SCIENCE I 4**

An introduction to programming using a structured high level language, design of algorithms, character strings, recursion, data structures, numerical computing. May not be used for credit by Mathematics or Computer Science majors.

*Prerequisite: Graduate advisor's permission.*

#### **CMPT 506 FUNDAMENTALS OF COMPUTER SCIENCE II 4**

A continuation of CMPT 505. Introduction to assembly language, addressing techniques, subroutine linkage, input/output and macros. Introduction to computer organization including memory, logic design and computer architecture. May not be used for credit by Mathematics and Computer Science majors.

*Prerequisites: MATH 501 and CMPT 505 and graduate advisor's permission.*

#### **CMPT 507 FUNDAMENTALS OF COMPUTER SCIENCE III 3**

A continuation of CMPT 505 and 506. Design and analysis of data structures, pointers, linked representations. May not be used for credit by Mathematics and Computer Science majors.

*Prerequisites: MATH 502, CMPT 506 and graduate advisor's permission.*

#### **CMPT 508 TOPICS IN A COMPUTER LANGUAGE 1**

An introduction to a selected computer language, with a view to becoming proficient in programming that language. Each time the course is offered, only one programming language will be taught, but the language could vary from one semester to another. This course could be taken more than once by the same student, provided that the language taught each time is different. May not be used for major credit by mathematics or computer science majors.

#### **CMPT 575 INTRODUCTION TO COMPUTER GRAPHICS 3**

An introduction to computer graphics, including the algorithms to generate two-dimensional graphical pictures. An overview of ray tracing, shading and color theory. Interactive graphics. Graphics devices.

*Prerequisites: CMPT 580. A high-level programming language (Pascal, C, FORTRAN).*

#### **CMPT 578 INTRODUCTION TO ARTIFICIAL INTELLIGENCE 3**

An introduction to artificial intelligence including representations of knowledge, problem solving, games, heuristics and backtracking, expert systems, theorem proving, the language LISP and PROLOG.

*Prerequisite: CMPT 583.*

#### **CMPT 580 MACHINE ORGANIZATION AND ARCHITECTURE 3**

Basic computer organization and design, digital functions, data representation, microprogramming, CPU organization, the Assembler language and addressing techniques. Required of majors.

*Prerequisites: CMPT 507, MATH 503 and graduate advisor's permission.*

**CMPT 581 SYSTEMS SOFTWARE DESIGN 3**

Assemblers, macroprocessors, linkers and loaders, introduction to compilers and run facilities. Required of majors.

*Prerequisite: CMPT 580.*

**CMPT 582 THEORY OF AUTOMATA AND FORMAL LANGUAGES 3**

Languages and grammars, finite automata and regular grammars, context free grammars, push-down automata, Turing machines, computability, deterministic languages, linear bounded automata and stack automata.

*Prerequisite: CMPT 507, MATH 503.*

**CMPT 583 COMPUTER ALGORITHMS I 3**

Algorithms: definition, design and analysis; sorting and searching techniques and introductory dynamic programming studied as algorithms with complexity theory and optimization techniques applied. Required of majors.

*Prerequisites: CMPT 507, MATH 503.*

**CMPT 584 OPERATING SYSTEM DESIGN 3**

Design and implementation of operating systems, multiprogramming, multiprocessor, device management, scheduling, virtual memory, case studies.

*Prerequisite: CMPT 581.*

**CMPT 585 TOPICS IN COMPUTER SCIENCE 3**

Recent developments in the field. Topics such as Monte Carlo methods, graphics, expert systems, security, networks and special areas of applications.

*Prerequisite: CMPT 580, instructor's permission.*

**CMPT 586 FILE STRUCTURES AND DATABASES 3**

Secondary storage devices. Data transfer. Primary and secondary access methods. Sequential and random access methods. File design. File organizations and corresponding processing. File maintenance. Sorting large files. Database concepts. Required of majors.

*Prerequisite: CMPT 507, MATH 503.*

**CMPT 587 MICROCOMPUTERS AND INTERFACES 3**

Introduction to geneology, manufacture and hardware design of microprocessors, micro-computer architecture, instruction sets and programming, microcomputer peripherals and interfaces.

*Prerequisite: CMPT 580.*

**CMPT 589 COMPUTER SIMULATION OF DISCRETE SYSTEMS 3**

Introduction to simulation and discrete simulation models. Queuing theory and stochastic processes. Simulation methodology including generation of random numbers and variates, design of simulation experiments, analysis of data generated by simulation experiments and validation of models. Survey of current simulation languages and selected applications.

*Prerequisite: CMPT 580.*

**CMPT 590 COMPUTER SIMULATION OF CONTINUOUS SYSTEMS 3**

Computer simulation of continuous systems with emphasis on conservation principles and governing equations, numerical treatment of systems of algebraic and differential equations, the use of software packages and simulation languages, verification and validation techniques, and interpretation and presentation of results.

*Prerequisite: CMPT 580.*

**CMPT 591 COMPILER THEORY AND CONSTRUCTION 3**

Introduction to the formal description of programming languages, the theory of parsing, and the concepts and techniques used in the construction of compilers.

*Prerequisite: CMPT 581.*

**CMPT 592 DATA BASE DESIGN AND IMPLEMENTATION 3**

To develop in-depth understanding of data base concepts and issues. The major emphasis of the course is on the conceptual (logical) organization, retrieval and manipulation of data.

*Prerequisite: CMPT 586.*

**CMPT 593 STRUCTURE SYSTEM DESIGN AND ANALYSIS 3**

A study of the design of large scale computer systems relative to the constraints imposed by hardware, software and particular types of applications. Recent work in automated system design will be discussed.

*Prerequisite: CMPT 586.*

**CMPT 594 SOFTWARE ENGINEERING AND RELIABILITY 3**

This course will introduce the principles and methods for the design, coding and verification of software systems. Topics include software design techniques, programming methodology, programming testing, proving program correctness, software reliability, and software management.

*Prerequisite: CMPT 586.*

**CMPT 596 PRINCIPLES OF DATA COMMUNICATION 3**

Physical and logical aspects of data communications: analog-digital, broadband-baseband, TDM-FDM, protocols, modulation techniques, hardware for communication.

*Prerequisites: CMPT 580.*

**CMPT 678 NEUROCOMPUTING 3**

Basic neural network concepts, definitions, and building blocks; learning laws; simple implementations; associative networks; mapping networks; survey of applications.

*Prerequisite: CMPT 583.*

**CMPT 683 ADVANCED COMPUTER ALGORITHMS 3**

Dynamic programming, game trees and backtracking techniques, branch and bound, polynomial evaluation and fast Fourier transform algorithms; complexity and analysis, and optimization techniques will be applied. NP-hard problems and NP-completeness.

*Prerequisite: CMPT 583.*



- CMPT 690 INDEPENDENT STUDY IN COMPUTER SCIENCE 3**  
Independent study under the direction of a faculty member, offering the opportunity to pursue topics in computer science which may be outside the scope of regular curricular offerings or may be an extension of an existing course or courses. Approval must be obtained from the graduate advisor and faculty advisor. A maximum of two independent studies may be taken during the graduate program.  
*Prerequisites: Vary with particular independent study.*
- CMPT 695 SEMINARS IN COMPUTER SCIENCE 1 - 4**  
Guided study of selected topics in major field of interest.  
*Prerequisites: CMPT 581, 583, and 586; instructor's permission.*
- CMPT 696 LOCAL AREA NETWORKS 3**  
Fundamental issues and concepts underlying local area network (LAN) development via microcomputers: topology, transmission media and technology, error control, protocols.  
*Prerequisite: CMPT 596.*

## MATHEMATICS

### Course Descriptions

- |   | <b>Semester<br/>Hours</b> |
|---|---------------------------|
| <b>MATH 501 MATHEMATICS FOR COMPUTER SCIENCE I</b>  | <b>4</b>                  |
| Sets, relations, functions, graphs, trees, propositional calculus, induction and recursion, applications to computer science. May not be used for credit by Mathematics or Computer Science majors.   |                           |
| <i>Prerequisite: MATH 115 and permission of graduate advisor.</i>   |                           |
| <b>MATH 502 MATHEMATICS FOR COMPUTER SCIENCE II</b>   | <b>4</b>                  |
| A continuation of MATH 501. Introduction to linear algebra, vectors, matrices, eigenvalues, introduction to counting rules, probability theory, random variables, Poisson and binomial distribution, applications to computer science. May not be used for credit by Mathematics and Computer Science majors. |                           |
| <i>Prerequisite: MATH 501 and permission of graduate advisor.</i>   |                           |
| <b>MATH 503 MATHEMATICS FOR COMPUTER SCIENCE III</b>  | <b>3</b>                  |
| Differential and integral calculus, infinite series, applications to computer science. May not be used for credit by Mathematics and Computer Science majors.   |                           |
| <i>Prerequisite: MATH 115 and permission of graduate advisor.</i>   |                           |
| <b>MATH 510, 511 WORKSHOP IN MATHEMATICS<br/>EDUCATION I, II</b>  | <b>3 each</b>             |
| Specific contemporary topics and current issues in the junior and senior high school.   |                           |
| <i>Prerequisite: Permission of graduate advisor.</i>  |                           |

**MATH 512 COMPUTER SCIENCE CONCEPTS FOR MIDDLE SCHOOL TEACHERS** **3**

This course offers the middle school teacher an opportunity to prepare and evaluate problem solving activities for classroom demonstration in the middle school using the microcomputer. BASIC programming will be studied as it relates to the specific examples being developed. The content and role of computer literacy units at this level will be presented. Minimal prior knowledge of BASIC is assumed. May not be taken for credit by Computer Science majors.

*Prerequisite: Permission of graduate advisor.*

**MATH 513 COMPUTER SCIENCE CONCEPTS FOR HIGH SCHOOL TEACHERS** **3**

This course is specifically designed to help high school mathematics teachers prepare to use the microcomputer as a tool in their classrooms. Topics include an introduction to computer literacy, elements of BASIC programming, the evaluation of commercial software, the appropriate use of the software and a survey of relevant professional literature. Minimal prior knowledge of BASIC is assumed. May not be taken for credit by Computer Science majors.

*Prerequisite: Permission of graduate advisor.*

**MATH 514 ADVANCED PLACEMENT COMPUTER SCIENCE CONCEPTS WITH PASCAL** **3**

This course is specifically designed to help senior high school teachers prepare to instruct the AP course in computer science. Topics include the problem solving process, good programming style, the syntax of Pascal, and their applications to computer science. Pascal will be a vehicle for classroom examples and outside class assignments. It will be used to discuss algorithms, data structures, procedures, program design, sorting and searching. Minimal prior knowledge of BASIC is assumed. May not be taken for credit by Computer Science majors.

*Prerequisite: Permission of graduate advisor.*

**MATH 515 PROBLEM SOLVING FOR TEACHERS USING LOGO AND BASIC** **3**

A hands-on introduction to a selection of BASIC and Logo commands and programming techniques for problem solving in the mathematics classroom. Emphasis on use of procedures, recursive techniques and concepts of structured programming.

*Prerequisite: Permission of graduate advisor. A minimum of one year of mathematics teaching experience.*

**MATH 516 DATA STRUCTURES AND ALGORITHMS FOR TEACHERS** **3**

A course for teachers to study data objects and their associated operations, and algorithms for their implementation. These data structures include arrays, stacks, queues, linked lists, and trees. Program analysis, applications such as sorting and searching techniques. Topics from discrete mathematics which apply to the subject matter. Comparison of some algorithms as they are implemented in Pascal and BASIC. May not be taken for credit by Computer Science majors.

*Prerequisite: MATH 514.*

**MATH 517 ASSEMBLER LANGUAGE AND MACHINE  
ORGANIZATION FOR TEACHERS**

**3**

This course provides the fundamental concepts of digital computer organization with emphasis on microcomputers. The objective of the course is to present the hardware/software interface emphasizing the perspective of the computer science teacher. Concepts which provide a firm foundation and understanding of computer basics for teachers using computers and teaching computer science will be stressed. May not be taken for credit by Computer Science majors.

*Prerequisite: MATH 514.*

**MATH 521, 522 REAL VARIABLES I, II** **3 each**

Real number system, Lebesgue measure and integration, differentiation, Fourier series, LP, metric, normed vector, Banach and Hilbert spaces. The sequences 521, 522 and 525, 526 are usually offered in alternate years.

*Prerequisite: MATH 426 for 521; MATH 521 for 522.*

**MATH 525, 526 COMPLEX VARIABLES I, II** **3 each**

Integration and differentiation in the complex domain, Cauchy's Theorem and integral formula, Laurent expansion, residues, elements of conformal mapping, series and product representations. The sequences 525, 526, and 521, 522 are usually offered in alternate years.

*Prerequisite: MATH 426 for 525; MATH 525 for 526.*

**MATH 531, 532 ABSTRACT ALGEBRA I, II** **3 each**

Basic algebraic structures including groups, rings, fields, modules and lattices. The sequences 531, 532, and 535, 536 are usually offered in alternate years.

*Prerequisite: MATH 431 for 531; MATH 531 for 532.*

**MATH 535, 536 LINEAR ALGEBRA I, II** **3 each**

Vector spaces and linear transformations, including inner products, matrix representations, binary and quadratic forms, eigenvectors, canonical forms, and functions of matrices. The sequences 535, 536, and 531, 532 are usually offered in alternate years.

*Prerequisite: MATH 335 for 535; MATH 535 for 536.*

**MATH 540 PROBABILITY** **3**

Sample spaces and events, combinatorial analysis, conditional probability and stochastic independence, random variables and probability distributions, expected value and variance, probability generating functions, continuous random variables.

*Prerequisite: MATH 340.*

**MATH 541 APPLIED STATISTICS** **3**

Review of estimation and hypothesis testing for one sample and two sample problems; introduction to non-parametric statistics, and linear regression; fundamental principles of design, completely randomized design, randomized block design, latin square, and 2 factor designs.

*Prerequisite: MATH 440 or 443.*



**MATH 542, 543 STATISTICAL THEORY I, II 3 each**

Discrete and continuous probability distributions, multivariate distributions, sampling theory, transformations, Chi-squared, 'F' and 't' distributions. Point estimation properties of estimators, sufficiency, exponential families, interval estimation, hypothesis testing, power, Neyman-Pearson Lemma, likelihood ratio tests. The impact of the above theory on areas such as regression analysis, analysis of variance and analysis of discrete data.  
*Prerequisite: MATH 541 or equivalent for 542; MATH 542 for 543.*

**MATH 544 STATISTICAL COMPUTING 3**

Computer systems for data analysis and data graphics, and intermediate level statistical methodology are investigated. Several statistical computing packages are utilized and evaluated.

*Prerequisites: MATH 541 or 548, and CMPT 183.*

**MATH 545 PRACTICUM IN STATISTICS I 3**

An applied experience in which students work with practitioners in industry, government or research organizations utilizing statistical techniques in a research setting. Students will work with statisticians on projects involving experimental design and data collection as well as the analysis and interpretation of the data.

*Prerequisite: MATH 541, 544 and either MATH 547 or 548 and permission of Statistics advisor.*

**MATH 546 NON-PARAMETRIC STATISTICS 3**

Selected distribution-free tests and estimation techniques including sign, Kolmogorov-Smirnov, Wilcoxon signed rank, Mann-Whitney, Chi-square, rank correlation, Kendall's Tau, Kruskal-Wallis, Friedman, McNemar, and others.

*Prerequisite: MATH 440 or equivalent.*

**MATH 547 DESIGN AND ANALYSIS OF EXPERIMENTS 3**

Fundamental principles of design; fixed, random and mixed models; factorial designs; designs with restricted randomization; split plot design; confounding; fractional replication; experimental and sampling errors.

*Prerequisites: MATH 541 or 548.*

**MATH 548 APPLIED REGRESSION ANALYSIS 3**

Fitting equations to data; matrices, linear regression; correlation; analysis of residuals; multiple regression, polynomial regression; partial correlation; stepwise regression; regression and model building; regression applied to analysis of variance problems; introduction to nonlinear regression.

*Prerequisite: MATH 440 or 443.*

**MATH 549 SAMPLING TECHNIQUES 3**

Sampling and survey methodology; basic sampling theory; simple, stratified, random, cluster, systematic and area sampling. Sampling errors and estimation procedures.

*Prerequisite: MATH 440 or 443 or equivalent.*

**MATH 551 TOPOLOGY 3**

Basic point-set topology, topological spaces, homeomorphisms, compactness, connectedness, separation properties, uniformities, metrizability, introductory algebraic topology, homology groups and homotopy.

*Prerequisite: MATH 425.*

**MATH 554 PROJECTIVE GEOMETRY 3**

Projective planes and spaces are studied by synthetic and analytic approaches. Topics covered include the theorems of Desargues and Pappus, harmonic sequences, projectivities, coordinatization, finite planes, and conics.

*Prerequisite: MATH 335.*

**MATH 560 NUMERICAL ANALYSIS 3**

Error analysis, interpolation and approximation theory, numerical solution of linear and nonlinear equations, numerical differentiation and integration, numerical solution of differential equations.

*Prerequisites: CMPT 507, MATH 335, 425.*

**MATH 564 ORDINARY DIFFERENTIAL EQUATIONS 3**

Linear and nonlinear equations, Green's functions, power series solutions, autonomous systems, existence and uniqueness, singularities, Sturm-Liouville systems.

*Prerequisites: MATH 335, 420, 425.*

**MATH 566 PARTIAL DIFFERENTIAL EQUATIONS 3**

First order equations, separation of variables, series solutions, hyperbolic, parabolic and elliptic equations, characteristics, transform methods.

*Prerequisites: MATH 335, 420, 426, or equivalent.*

**MATH 568 APPLIED MATHEMATICS: CONTINUOUS 3**

Formulation, manipulation and evaluation of mathematical models of continuous systems. Topics selected from: conservation principles and the classical equations of mathematical physics, applications of the qualitative and quantitative theory of ordinary and partial differential equations, optimization, calculus of variations, stability theory, stochastic models.

*Prerequisites: MATH 335, 340, 420, 425.*

**MATH 569 APPLIED MATHEMATICS: DISCRETE 3**

Introduction to the basic ideas of discrete mathematics and its applications. Counting principles, permutations, combinations, algorithms, complexity, graphs, trees, searching and sorting, recurrence relations, generating functions, inclusion-exclusion, the pigeon-hole principle, chromatic number, eulerian chains and paths, hamiltonian chains and paths, flows in network, finite Markov chains.

*Prerequisites: MATH 335, 340, 425.*

**MATH 570 ADMINISTRATION AND SUPERVISION  
OF MATHEMATICS 3**

Problems of organization, administration and supervision in the mathematics program of the school. Functions, duties and qualifications of the supervisor investigated. Current problems and research findings.

**MATH 571 CURRICULUM CONSTRUCTION IN  
MATHEMATICS 3**

Contemporary proposals for the mathematics of grades K through 12. Consideration is given to the problem of implementation of current recommendations. Examination is made of mathematical concepts underlying various programs.

**MATH 572 TEACHING OF GENERAL MATHEMATICS 3**

Mathematics programs for the noncollege bound high school student. Investigation of contemporary literature. Basic characteristics and needs of nonacademic students, preparation and use of resource materials, classroom teaching techniques and methods of motivation. Emphasis on development of suitable curricula for nonacademic students.

**MATH 573 MATHEMATICS MATERIALS FOR THE 3**  
**TEACHER OF MATHEMATICS**

Construction, adaptation and effective use of materials to improve the teaching of high school mathematics. Particular attention given to the overhead projector, aids, and models and to material for the mathematics laboratory and club activities.

**MATH 574 PROBLEM ANALYSIS IN SECONDARY 3**  
**MATHEMATICS**

Psychology and techniques of problem-solving. Discovery and heuristic methods. Intuitive and inductive reasoning in the solution of nonroutine problems from high school mathematics. Problem formulation and solution.

*Prerequisite: MATH 222.*

**MATH 575 SELECTED TOPICS IN 3**  
**MATHEMATICS EDUCATION**

Selection of topics associated with secondary and early college years of mathematics investigated from an advanced point of view. Topics selected to give the teacher a professionalized subject matter viewpoint of such areas as algebra, geometry, number theory, real and complex analysis, probability and history of mathematics.

*Prerequisite: MATH 222.*

**MATH 576 RESEARCH SEMINAR IN 3**  
**MATHEMATICS EDUCATION**

Designed for matriculated graduate students in the mathematics education program. Students survey and analyze recent research projects.

*Prerequisite: Admission to master's program.*

**MATH 577 MATHEMATICS EDUCATION IN THE 3**  
**ELEMENTARY SCHOOL**

The contemporary mathematics curriculum of the elementary and middle school. Content: The role of behavioral objectives and learning theory in curriculum development/teacher training. Related research findings.

**MATH 579 APPLIED MATHEMATICS FOR THE 3**  
**SECONDARY SCHOOLS**

Applications of secondary and undergraduate mathematics and techniques for including these applications in the secondary curricula.

*Prerequisites: More than one year of teaching experience, MATH 335, 340 or equivalent.*

**MATH 580 COMBINATORIAL MATHEMATICS 3**

Arrangements and selections, binomial coefficients, Stirling numbers, generating functions, recurrence relations, inclusion-exclusion, Polya enumeration formula, combinatorial graph theory, combinatorial geometries.

*Prerequisites: MATH 222; permission of graduate advisor.*



**MATH 581 GRAPH THEORY** **3**

Graphs, digraphs, and trees. Connectivity, separability, planarity, and colorability. Cliques, independent sets, matchings, flows and tours. Graphs as mathematical models; graph algorithms.

*Prerequisites: MATH 222, 335; permission of graduate advisor.*

**MATH 584 SELECTED TOPICS IN OPERATIONS RESEARCH** **3**

An in-depth study of one or at most two topics in operations research, selected from linear programming and game theory, linear and nonlinear programming, queuing theory, inventory theory, simulation models.

*Prerequisites: MATH 425, 440, 535; permission of graduate advisor.*

**MATH 590 SELECTED TOPICS IN  
ADVANCED MATHEMATICS** **3**

An in-depth study of a topic or topics selected from areas such as algebra, analysis, geometry, probability and statistics, and applied mathematics, with special emphasis upon recent developments in the field.

*Prerequisites: MATH 426 and permission of graduate advisor.*

**MATH 595 SEMINARS IN MATHEMATICS** **1 - 4**

Guided study of selected topics in major field of interest.

*Prerequisite: Instructor's permission.*

**MATH 640 BIOSTATISTICS I** **3**

Fundamental statistical concepts and methods used by statistical scientists in the health, biological, medical and pharmaceutical industries. Categorical data analysis, logistic regression, generalized linear models, nonparametric regression techniques.

*Prerequisites: MATH 544, 547, 548, or permission of graduate advisor.*

**MATH 641 BIOSTATISTICS II** **3**

Fundamental statistical concepts and methods used by statistical scientists in the health, biological, medical and pharmaceutical industries. Survival analysis and designs for clinical trials.

*Prerequisite: MATH 640 or permission of graduate advisor.*

**MATH 642 INTRODUCTION TO STOCHASTIC PROCESSES** **3**

Generating functions, convolutions, recurrent events, random walk models, gambler's ruin problems, Markov chains and processes, time dependent stochastic processes, queuing theory and epidemic models.

*Prerequisite: MATH 540.*

**MATH 645 TOPICS IN STATISTICS** **3**

Recent developments in the field. Topics such as statistical quality assurance, categorical data analysis applied time series analysis, dynamic statistical graphics, data analysis, computationally intensive data-analytic methods, Bayesian methods, and special areas of application may be selected.

*Prerequisites: Vary with a particular topics course.*

**MATH 646 MULTIVARIATE ANALYSIS 3**

Analysis of multiple response variables simultaneously; covariance and the multivariate normal distribution; manova, discriminant functions; principle components and canonical correlations.

*Prerequisites: MATH 541, 548.*

**MATH 647 PRACTICUM IN STATISTICS II 3**

An applied experience in which students work with practitioners in industry, government or research organizations utilizing advanced statistical techniques in a research setting. Students will be expected to exhibit the ability to work independently on projects involving advanced techniques in experimental design, analysis and interpretation of data.

*Prerequisites: MATH 542, 545, at least one 600-level course, and approval of the Statistics advisor.*

**MATH 648 ADVANCED STATISTICAL METHODS 3**

Advanced statistical concepts and methods used by statistical scientists in the analysis of designed experiments and observational studies. Response surface methodology, analysis of covariance, the general linear model, the cell means model and the analysis of variance of unbalanced or messy data.

*Prerequisites: MATH 544, 547, 548 or permission of graduate advisor.*

**MATH 649 INDEPENDENT STUDY IN STATISTICS 3**

Independent study under the direction of a faculty member, offering the opportunity to pursue topics in statistics which may be outside the scope of regular curricular offerings or may be an extension of an existing course or courses. Approval must be obtained from the graduate advisor and faculty advisor. A maximum of two independent studies may be taken during the graduate program.

*Prerequisite: Vary with particular independent study.*

**MATH 690 INDEPENDENT STUDY IN MATHEMATICS 3**

Independent study under the direction of a faculty member, offering the opportunity to pursue topics in mathematics which may be outside the scope of regular curricular offerings or may be an extension of an existing course or courses. Approval must be obtained from the graduate advisor and faculty advisor. A maximum of two independent studies may be taken during the graduate program.

*Prerequisite: Vary with particular independent study.*

# MUSIC

*Chairperson: Prof. Edmund Battersby*

*Graduate Advisor: Dr. Donald Mintz*

Graduate study in Music offers three concentrations leading to the degree of Master of Arts: Performance, Theory/Composition and Music Education. Performance stresses applied music skills; Theory/Composition stresses creativity and the structure of music; Music Education stresses philosophical and practical approaches to the work of the music specialist in the American public school.

Although the study of music theory and of applied music is required of all graduate students regardless of the concentration, each concentration provides for individualized course election in accordance with the background, needs and interests of the student.

Registration in applied music and theory is dependent on the placement examination administered by the Department; a student may not register for work in these areas until the examination has been taken and student is fully matriculated (see below under Admission Requirements).

## ADMISSION REQUIREMENTS

In addition to the general admission requirements stated in this bulletin (see Admission to Graduate Study), all students must present an undergraduate major in music (or the equivalent) with at least 40 semester hours of work in theory, music history and private study in a performance medium. Courses in music education may be included as part of this background.

All applicants must demonstrate familiarity with musical vocabulary and literature and proficiency in the following: performing primary, sight singing, aural and written theory, score analysis, listening analysis, and piano secondary skills (keyboard harmony, sight-reading of chorale literature and the like). Audition literature in the primary medium must represent significant solo material from a variety of eras, one of which must be contemporary. Applicants majoring in orchestral instruments must also present significant passages from orchestral literature.

Applicants to the Theory/Composition concentration must submit a portfolio of compositions and/or analytical studies for consideration by the theory faculty. Applicants to the Performance concentration must present an undergraduate major in the primary medium (including at least six semesters of study plus a graduation recital) or professional experience satisfactory to the Music Department. Applicants to the Music Education curriculum must present a certificate in the teaching of music. Those who have not earned such a certificate will be assigned appropriate prerequisite coursework.

### Applied Music

Special regulations and procedures for the study of applied music are available from the Graduate Advisor. Tuition for the study of applied music is based on a special fee structure; information is available from the Registrar or the Department of Music.



Applied music may be taken for academic credit only after the student has passed the Department Audition and Placement Examination, and is fully matriculated, and may be taken only with MSC faculty. Every course number for private lessons requires the written permission of the Graduate Advisor, the instructor and the department chairperson. These signatures should be obtained by July 1 (for those desiring study in the fall) or by December 1 (for those studying in the spring); the availability of applied music study to students who have not received approval by these dates cannot be assured. Lessons are normally not given in the summer.

No more than 2 semester hours of credit may be awarded for work in a secondary medium. “Music electives” or “electives” in the student’s work program will not normally be used for private study, although they may be so assigned in certain instances.

All students studying Applied Music are expected to take jury examinations in each semester of applied music study in which a full recital is not given. The grade for the last semester of the sequence will not be given until all recital requirements are completed.

Graduate students who are taking applied music may be required to perform in ensembles and are encouraged to do so even when not required. Details about such performance may be obtained from the department chairperson, graduate advisor, and/or ensemble conductor. In most cases, credits earned can count toward the degree.

**Examinations**

All candidates for the degree of Master of Arts in Music must pass the Department’s Comprehensive Examination, given each year in October and March. Applications for this examination must be made in writing to the Graduate Advisor by September 1 for the October examination and by February 1 for the March examination.

**REQUIREMENTS FOR THE MASTER OF ARTS  
DEGREE IN MUSIC**

**Note:** The 32 semester hours noted for each concentration are a minimum. Undergraduate transcripts and audition and placement results may require additional undergraduate work before courses are begun, graduate work in excess of the minimum 32 semester hours, or both. Prerequisite undergraduate coursework may be followed by another audition for entrance to graduate study.

**Concentration in Performance**

I.	Required Courses .....	21
A.	Private lessons in a performing medium .....	12
B.	Theory sequence MUCP 511, 512 .....	6
C.	Seminar in Historical Research, MUHS 604 .....	3
II.	Electives in Music History or Music Literature .....	5
III.	Electives in Music .....	3
IV.	Humanities electives (art history, language, literature, history, philosophy; may be at 400 level) .....	3
V.	Two recitals .....	0
A.	Each to include at least 60 minutes of music exclusive of intermissions or pauses.	

B. One must be public; the other may be public or before a faculty jury. Procedures are available from the Graduate Advisor for Music.

VI. Comprehensive examination .....	0
(Voice majors and accompanying majors will be given language tests as well Details are available from the Graduate Advisor.)	

**Note:** Piano performance majors wishing to emphasize accompanying must make appropriate arrangements with the graduate advisor.

### **Concentration in Theory/Composition**

I. Required Courses .....	23
A. Applied Music, selected with approvals of instructor, Graduate Advisor and Department Chairperson from MUPR 500, 501, 502, or 503 .....	4
B. Theory sequence MUCP 511, 512 .....	6
C. Private study in composition (may be either creative or analytical work) MUCP 518, 519 .....	6
D. Seminar in Historical Research MUHS 604 .....	3
E. Theory and composition .....	4
II. Humanities electives (art history, language, literature, history, philosophy; may be at 400 level) .....	3
III. Music electives .....	5
IV. Composition and public performance of one of the larger forms for orchestra, vocal ensemble or chamber ensemble .....	0
V. Comprehensive examination .....	0

### **Concentration in Music Education**

I. Required courses .....	16
A. Applied Music, selected with approval of instructor, Graduate Advisor and Department Chairperson from MUPR 500, 501, 502, 503, or master classes .....	4
B. Education or Psychology (may be at 400 level) .....	3
C. Theory sequence MUCP 511, 512 .....	6
D. Seminar in Music Education MUED 603 .....	3
II. Music Education electives .....	6
III. Humanities electives (art history, theatre, literature, history, philosophy; may be at 400 level) .....	6
IV. Music electives (other than music education) .....	4
V. Comprehensive examination .....	0

### **Certification**

While some of the graduate courses listed in this catalog may be applied to certification as a teacher in the New Jersey public schools or as a Registered Music Therapist, the bulk of courses required by these certifications are available only at the undergraduate level. Certification is quite separate from a Master of Arts degree. Those interested should contact the Department of Music for an interview with the appropriate advisor prior to beginning the admission process.

# MUSIC

## Course Descriptions

### Semester Hours

#### **MUCP 511 THEORETICAL AND AURAL SKILLS IN MUSIC I 3**

Principles and practice of music construction, aural skills in manipulating pitch and rhythm, and related structural analysis. The total spectrum of music as a base, with specific techniques of pitch and rhythm approached from harmonic and contrapuntal standpoints. Primitive and simple folk idioms, modal counterpoint in two and three parts, diatonic tonal harmony in vocal and instrumental idioms, tonal counterpoint in two parts and free composition.

*Prerequisite: Matriculation as music major or instructor's permission.*

#### **MUCP 512 THEORETICAL AND AURAL SKILLS IN MUSIC II 3**

Continuation of MUCP 511. Complex non-Western systems, modal and tonal imitative counterpoint in three and four parts, chromatic tonal harmony and expanded resources and techniques of the twentieth century.

*Prerequisite: MUCP 511 or instructor's permission.*

#### **MUCP 516 ADVANCED INSTRUMENTATION 3**

Workshop course: Tutti instrumentation for orchestra and band; scoring for small ensembles; instruments, instrumental families and their possibilities and best uses. Direct instrumental setting of songs, hymns, etc., without the writing of a score. Elements of band military march construction and scoring. Performance of student instrumentations when possible.

*Prerequisite: MUCP 511 or equivalent course.*

#### **MUCP 518, 519 PRIVATE STUDY IN COMPOSITION I, II 3 each**

Advanced work in musical composition in forms and genres determined jointly by teacher and student. Fifteen private lessons per semester.

*Prerequisites: Departmental permission. Music fee.*

#### **MUCP 520, 521 PRIVATE STUDY IN COMPOSITION III, IV 3 each**

Advanced work in various genres and forms of instrumental and/or vocal music.

*Prerequisites: Departmental permission. Music fee.*

#### **MUCP 525 KEYBOARD HARMONY FOR PIANO MAJORS I 1**

Skills pianists will need as professional performers, therapists, and educators. Harmonization, transposition, improvisation, realization of figured bass, reduction of open scores, and sightreading.

#### **MUCP 526 KEYBOARD HARMONY FOR PIANO MAJORS II 1**

Continuation of MUCP 525.

*Prerequisite: MUCP 525.*



**MUCP 599 INDEPENDENT STUDY IN THEORY/COMPOSITION 1 - 4**

Individual work performed in connection with a regularly scheduled course but in greater depth than normally required by that course.

*Prerequisite: Permission of instructor and department chairperson.*

**MUCP 600 INDEPENDENT STUDY IN THEORY/COMPOSITION 1 - 4**

Individual pursuit of a research topic culminating in a written document of length and scholarly integrity. May cover two semesters; student registers for one in which the work will be completed.

*Prerequisite: Permission of instructor and department chairperson.*

**MUED 500 WORKSHOP IN MUSIC EDUCATION 1 - 3**

Changing conditions in the schools and new methods and materials for in-service and pre-service teachers. Lectures, demonstrations. Literature and materials selected according to workshop focus.

*Prerequisite: Permission of Graduate Advisor or Coordinator of Music Education.*

**MUED 518 MICROCOMPUTERS IN MUSIC EDUCATION 3**

A profile of a microcomputer music system, a history of microcomputer applications to music, a review of pre-college, collegiate, and professional music software, the basics of music programming, a review of MIDI applications and MIDI keyboards, the use of interactive video discs in music, and the future of computer applications to music.

**MUED 519 MUSIC LEARNING THEORY 3**

Study of sequential steps in learning musical concepts and skills by examination of research in musical content and its perception.

**MUED 520 GENERAL MUSIC IN SECONDARY SCHOOL 3**

Examination and practicum of methods, materials and philosophies of nonperformance courses in the junior and senior high school.

**MUED 521 CREATIVE MOVEMENT AND DANCE EXPERIENCES FOR CHILDREN 3**

Investigating the principles of movement in relationship to the principles of music as a format for designing dance and movement experiences which enhance the music learning process. A focus on strategies appropriate for the elementary music classroom. Active participation. Field component. Midterm/final project.

**MUED 550 MUSIC EDUCATION TECHNIQUES FOR HANDICAPPED CHILDREN 3**

Special education techniques as applied to music education; teaching music through movement and simple rhythm instruments. Covers all areas of a broad-based education program as it applies to K-12 populations with mild to moderate handicaps.

**MUED 570 PROBLEM SOLVING AND CREATIVE THINKING IN GENERAL MUSIC, K-8 3**

Theories of critical and creative thinking with application to the music classroom; developing music strategies that facilitate problem solving and thinking development. Field component.

**MUED 579 PROBLEMS AND MATERIALS OF INSTRUMENTAL MUSIC 3**

Evaluation of teaching experiences; problems of organizing instrumental music in school; literature for orchestra, band and small ensemble at various levels.

**MUED 580 PROBLEMS AND MATERIALS OF CHORAL MUSIC 3**

Survey of choral repertoire for accompanied and unaccompanied groups, for changing, unchanged and mixed voices. Evaluation materials; building programs. Class constitutes a laboratory chorus.

**MUED 581 ORFF WORKSHOP I-CONCEPTS AND SKILLS 1 - 3**

Study of basic philosophy of the Orff *Schulwerk* through movement, melodic and rhythmic training, improvisation and the use of relevant instruments and materials.

**MUED 599 INDEPENDENT STUDY IN MUSIC EDUCATION 1 - 4**

Regularly listed courses pursued in greater depth, by arrangement with graduate advisor for music prior to registration. May be elected more than once during the program, but only once each semester.

*Prerequisite: Permission of instructor and department chairperson.*

**MUED 600 INDEPENDENT STUDY IN MUSIC EDUCATION 1 - 4**

Individual pursuit of a research topic culminating in a written document of length and scholarly integrity. May cover two semesters. Student registers for the one in which the work will be completed.

*Prerequisite: Permission of instructor and department chairperson.*

**MUED 603 SEMINAR IN MUSIC EDUCATION 3**

Philosophies of music education and their application to the classroom. Investigation and application of techniques of research as they apply to music education.

**MUED 604 SUPERVISION AND ADMINISTRATION OF SCHOOL MUSIC PROGRAMS 3**

Functions and responsibilities of school music administration based on philosophies of music education, leadership styles and techniques of management and personnel relationships.

**MUHS 500 SELECTED TOPIC IN MUSIC I 3**

Study of a specific area. May be taken a second time. 7 week course.

**MUHS 501 SELECTED TOPIC IN MUSIC II 3**

Study of a specific area. May be taken a second time. 7 week course.

**MUHS 505 PERFORMANCE PRACTICE IN THE BAROQUE ERA 3**

Study of problems of esthetics, notation, instrumentation, ornamentation and interpretation in vocal and instrumental music from the time of Caccini and Monteverdi through that of J. S. Bach and Handel.

**MUHS 506 PERFORMANCE PRACTICE IN THE CLASSICAL ERA 3**

Study of problems of esthetics, notation, instrumentation, ornamentation and interpretation in vocal and instrumental music from the second decade of the eighteenth century through the works of Beethoven.

**MUHS 549 MODERN MUSIC 3**

Study of musical styles of the twentieth century: historical sources, major composers, and recent trends.

**MUHS 554 DEVELOPMENT OF THE OPERA I 3**

Operas of the Baroque and Classical eras from Monteverdi through Beethoven; evolution of style, changing aesthetics, characterization and plot development and the cultural environment within which these developments have taken place.

**MUHS 555 DEVELOPMENT OF THE OPERA II 3**

Continuation of MUHS 554, examining operatic styles and representative works of the Romantic and Modern eras.

*Prerequisite: MUHS 554 or instructor's permission.*

**MUHS 599 INDEPENDENT STUDY IN 1 - 4**  
**MUSIC HISTORY AND LITERATURE**

The undertaking of course work in one of the regularly listed catalogue courses of the department of Music (but not to include Applied Music) in depth greater than that normally pursued in the course. Students will arrange the nature of the work with the instructor prior to the second meeting of the course.

*Prerequisite: Permission of instructor and department chairperson.*

**MUHS 600 INDEPENDENT STUDY IN 1 - 4**  
**MUSIC HISTORY AND LITERATURE**

Individual pursuit of a research topic culminating in a written document of length and scholarly integrity independent of any course structure. May cover two semesters; student registers for the semester in which the work will be completed.

*Prerequisite: Permission of instructor and department chairperson.*

**MUHS 604 SEMINAR IN HISTORICAL RESEARCH 3**

Study of music bibliography, research method and critical analysis.

**MUHS 605 SEMINAR IN HISTORICAL AND 3**  
**THEORETICAL STUDIES**

Research and discussion of selected topics in the literature of music focusing on stylistic and analytical problems.

**MUHS 606 SEMINAR IN HISTORICAL AND 3**  
**THEORETICAL STUDIES II**

Continuation of MUHS 605.

*Prerequisite: MUHS 605.*

**MUPR 500, 501, 502, 503 APPLIED MUSIC I, II, III, IV 1 each**

Fifteen half-hour lessons per semester, private instruction. Admission with permission of graduate advisor. Music fee.

**MUPR 504, 505, 506, 507 APPLIED MUSIC V, VI, VII, VIII 2 each**

Fifteen one hour lessons per semester, private instruction. Admission with permission of graduate advisor. Music fee.

**MUPR 508, 509, 510, 511 APPLIED MUSIC IX, X, XI, XII 3 each**

Fifteen one hour lessons per semester, private instruction. Admission with permission of graduate advisor. Music fee.



**MUPR 512, 513, 514**

## APPLIED MUSIC XIII, XIV, XV

**4 each**

Fifteen one-hour lessons per semester, private instruction. Admission with permission of graduate advisor. Music fee.

**MUPR 515, 516**

## APPLIED MUSIC XVI, XVII

**6 each**

Fifteen one-hour lessons per semester, private instruction. Recital required. Admission with permission of graduate advisor. Music fee.

## MUPR 531 ENSEMBLE: CHORUS

2

Rehearsal and performance in conventional choral media. Admission by audition only.  
May repeat.

## MUPR 533 ENSEMBLE: OPERA WORKSHOP

0 - 2

Rehearsal and performance of operatic repertoire in English or English translation. Admission by audition only. Auditions held in the semester prior to the one in which the workshop is offered. Open to pianists and singers. May repeat for credit.

## MUPR 535 ENSEMBLE: BAND

2

Rehearsal and performance of band and wind ensemble literature. Admission by audition only. May repeat.

## MUPR 537 ENSEMBLE: ORCHESTRA

0 - 2

Rehearsal and performance of orchestral repertoire. Admission by audition only. May be repeated for credit.

**MUPR 543** MASTER CLASS IN MUSICAL PERFORMANCE:  
WOODWIND LITERATURE

2

Coaching small groups in solo and small ensemble literature for woodwind instruments. Stress on stylistic interpretation, tone, balance and other refinements of performance. Open through audition. Pianists may register as accompanists, but must audition.

*Prerequisite: Permission of instructor.*

**MUPR 544** MASTER CLASS IN MUSICAL PERFORMANCE:  
BRASS LITERATURE

2

Similar to MUPR 543, but focusing on brass repertoire. Open to pianists and brass players through audition.

*Prerequisite: Permission of instructor.*

**MUPR 545** MASTER CLASS IN MUSICAL PERFORMANCE:  
STRING LITERATURE

2

Similar to MUPR 543, but focusing on string repertoire. Open to pianists and string players through audition.

*Prerequisite: Permission of instructor.*

**MUPR 547** MASTER CLASS IN MUSICAL PERFORMANCE:  
PIANO LITERATURE

2

Similar to MUPR 543, but focusing on piano repertoire. Open to pianists only, through audition.

*Prerequisite: Permission of instructor.*

**MUPR 548 MASTER CLASS IN MUSICAL PERFORMANCE: 2**  
**PERCUSSION LITERATURE**

Similar to MUPR 543, but focusing on percussion repertoire. Open to percussionists through audition.

*Prerequisite: Permission of instructor.*

**MUPR 550, 551, 552, 553 CHAMBER ENSEMBLE 1 each**  
**PERFORMANCE I, II, III, IV**

Participation in instrumental or vocal ensembles. Preregistration may be required. One ensemble per course number. May be repeated for credit.

*Prerequisite: Departmental permission.*

**MUPR 599 INDEPENDENT STUDY IN PERFORMANCE 1 - 4**

Regularly listed course work pursued in great depth, by permission of graduate advisor for music prior to registration. May be elected more than once during the program but only one course per semester.

*Prerequisites: Permission of instructor and department chairperson.*

**MUPR 600 INDEPENDENT STUDY IN PERFORMANCE 1 - 4**

Individual pursuit of a problem of performance or an aspect of musical repertoire, culminating in a performance and appropriate written work. Arranged with the graduate advisor for music and a course advisor appointed by him prior to the independent study semester. May cover two semesters; student registers for the semester in which the work will be completed.

*Prerequisites: Permission of instructor and department chairperson.*

**MUTH 599 INDEPENDENT STUDY IN MUSIC THERAPY 1 - 3**

Regularly listed courses pursued in greater depth, by arrangement with the instructor prior to registration. May be elected more than once during the program, but only one course per semester.

*Prerequisites: Permission of instructor and department chairperson.*

**MUTH 600 INDEPENDENT STUDY IN MUSIC THERAPY 1 - 4**

Individual pursuit of a research topic culminating in a written document of length and scholarly integrity. May cover two semesters; student registers for the one in which the work will be completed. Written permission required.

*Prerequisites: Permission of instructor and department chairperson.*

**MUTH 601 THESIS 4**

Research and develop a topic of interest. Thesis may be experimental, theoretical, historical, or descriptive research.

*Prerequisites: Graduate matriculation; completion of most coursework toward Music Therapy degree; instructor's permission.*

# NEW JERSEY SCHOOL OF CONSERVATION

*Director: Dr. John J. Kirk*

The New Jersey School of Conservation is the Environmental Education Field Campus of Montclair State and is the largest college-operated environmental center in the world. The School of Conservation is located 57 miles from the main campus on a 240-acre tract located in the center of Stokes State Forest in Sussex County. Administratively, it is part of the School of Professional Studies.

The programs at the School of Conservation are designed to provide the students with a greater understanding and appreciation of the role natural areas play as part of a life support system. The resident programs provide environmental field experiences in the humanities, social studies, outdoor pursuits, and the sciences. Each academic year the school provides resident environmental education programs for over 9,000 elementary/secondary school students, and 2,000 teachers from 160 schools. There are also several field courses provided for graduate students. In addition, there are three weekend workshops held each academic year designed to train classroom teachers and youth leaders in environmental education curriculum development and field techniques for programs in environmental education. The workshops are held in October, February, and May. Each workshop carries one semester hour of undergraduate or graduate credit. During the summer, the School offers several ten-day courses at the graduate level for teachers pursuing advanced degrees in environmental education and related fields.

## Course Descriptions

	Semester Hours
<b>CNFS 460 PRACTICUM IN ENVIRONMENTAL EDUCATION</b>	<b>3</b>
This course is designed to provide future teachers and supervisors with a background of experience and knowledge which will enable them to organize and conduct environmental education programs. Using an extensive library of environmental education materials, students formulate teaching units, lists of teaching aids, and projects suitable for use in environmental programs. Participating in environmental programs with school children in residence at the School of Conservation furnishes a practical background for environmental education development.	
<b>CNFS 470 INTRODUCTION TO WILDERNESS STEWARDSHIP</b>	<b>2</b>
Intensive two week back country camping course to be held entirely in the field. Provides a basic understanding of how to utilize our natural areas with minimum environmental impact while pursuing outdoor recreational activities. An additional laboratory fee to cover food, lodging, and equipment will be required.	



**CNFS 471 FUNDAMENTALS OF WILDERNESS LEADERSHIP 3**

Intensive three week back country camping course to be held entirely in the field. Throughout the program, leadership, judgment, conservation, and sound expedition skills and abilities are emphasized and practiced. A lab fee to cover the cost of food, lodging, and equipment will be required.

*Prerequisite: CNFS 470.*

**CNFS 472 TRAINING FOR WILDERNESS LEADERS 5**

Intensive five week wilderness camping course to be held entirely in the field. Provides a basic understanding of back country principles and various travel skills and emphasizes leadership, judgment, conservation and sound expedition skills. A lab fee to cover the cost of food, lodging, and equipment will be required.

**CNFS 495 WORKSHOP ON UTILIZING NATURAL ENVIRONMENTS 1**

To provide classroom teachers in all disciplines with experiences in using the natural environment to supplement classroom experiences. Opportunity for teachers to increase their knowledge of, as well as skills in, the techniques of incorporating the physical, biological, and socio-cultural components of the environment in their curricula will be emphasized through the use of small group lecture sessions held in the natural environment being described. Students are provided with the opportunity of administering and experimenting in each of four such environments out of a choice ranging from 15 to 20 specific subject areas.

**CNFS 496 FIELD STUDY IN HUMANITIES AND NATURAL SCIENCE 1**

Provides teachers in varied and diversified subject areas with an understanding of how the humanities and sciences may be taught in natural environments for the purpose of developing an environmental sensitivity.

**CNFS 497 FIELD STUDIES IN SOCIAL STUDIES AND OUTDOOR RECREATION 1**

Provides an understanding of how outdoor pursuits and social studies may be taught using natural environments to develop environmental sensitivity. Does not meet resident requirement.

**CNFS 501 OUTDOOR TEACHING SITES FOR ENVIRONMENTAL EDUCATION 2**

This course will include a working definition of outdoor environmental teaching sites as they relate to current developments in environmental education. Also incorporated, through lecture and discussion, will be pertinent information on the philosophy, design, construction, and use of outdoor environmental teaching sites, with special emphasis on sites which can be developed on land areas adjacent to schools.

*Corequisite: CNFS 521.*

**CNFS 502 AMERICAN HERITAGE SKILLS 2**

This course will focus on the home life style for the American colonies from the 1600's to the 1800's. Various skills such as spinning, working with wool, natural dyeing, candle making, rug making, soap making, quilting and food processing will be demonstrated and students will have the opportunity to develop their proficiency in these areas. The colonial living skills will be integrated into a general overview of the two hundred year time period under consideration, rather than considered as isolated elements.

*Corequisite: CNFS 522.*

**CNFS 505 SOCIETY AND THE NATURAL ENVIRONMENT 2**

This course will focus upon interrelationships of a forest ecosystem. Soil, water, plants and animals found in a northeastern hardwood forest will be examined in detail and their relationship to humankind will be discussed and reviewed. CNFS 525 must be taken concurrently.

*Corequisite: CNFS 525.*

**CNFS 510 ENVIRONMENTAL IMPACT OF RECREATION ON NATURAL AREAS 2**

Students will examine the impact of recreation on natural areas in four of New Jersey's major ecosystems: upland forest, pine lands, salt marsh and barrier beach. Investigation of recreation records and plans will allow for comparison and contrast of heavily used sites with those which have been relatively undisturbed. Students develop "Recreation Impact Statements". CNFS 511 must be taken concurrently.

*Corequisite: CNFS 511*

**CNFS 511 FIELD INVESTIGATION OF ENVIRONMENTAL IMPACT ON NATURAL AREAS 1**

The field experiences in this one credit course are designed to support and supplement the theoretical foundations communicated in the course, "Environmental Impact of Recreation on Natural Areas" (CNFS 510), and to provide practical exercises in measuring impact on recreational areas. CNFS 510 must be taken concurrently.

*Corequisite: CNFS 510.*

**CNFS 521 FIELD LABORATORY EXPERIENCE IN OUTDOOR TEACHING SITES FOR ENVIRONMENTAL EDUCATION 1**

The field experiences in this one credit course are designed to support and supplement the theoretical foundations communicated in the course, "Outdoor Teaching Sites for Environmental Education" (CNFS 501), and to provide practical field exercises in developing environmental teaching site strategies. CNFS 501 must be taken concurrently.

*Corequisite: CNFS 501*

**CNFS 522 FIELD LABORATORY EXPERIENCE IN AMERICAN HERITAGE SKILLS 1**

The field experiences in this one credit course are designed to support, supplement and amplify the theoretical foundation communicated in the course, "American Heritage Skills" (CNFS 502) and to provide practical applications of both the content of "American Heritage Skills" and its methodology. CNFS 502 must be taken concurrently.

*Corequisite: CNFS 502.*

**CNFS 525 FIELD LABORATORY EXPERIENCE IN SOCIETY AND THE NATURAL ENVIRONMENT 1**

The field experiences in this one credit course are designed to support and supplement the theoretical foundations communicated in the course "Society and the Natural Environment" (CNFS 505). CNFS 505 must be taken concurrently.

*Corequisite: CNFS 505.*

**CNFS 530 WORKSHOP IN WILDLIFE MANAGEMENT EDUCATION 1**

This is a field course designed to provide information about wildlife and environmental topics to be included in a school curriculum. Curriculum supplements include Project WILD and Aquatic WILD offered to the participants.

**CNFS 601 ADVANCED ENVIRONMENTAL EDUCATION SEMINAR 2**

The seminar is geared toward advanced students who want to examine, in depth, a selected topic related to current developments in environmental education. The seminar will choose a particular issue facing environmental education, develop a method for studying that issue, and produce a publishable work (e.g. curriculum materials or academic paper) related to the topic.

*Prerequisites: CNFS 500, graduate status required.*

*Corequisite: CNFS 621.*

**CNFS 609 INDEPENDENT STUDY IN ENVIRONMENTAL CURRICULUM DEVELOPMENT 1 - 4**

Teachers, who have participated in academic programs at the School of Conservation and wish to deepen their understanding of environmental education activities, may enroll in this independent study. In doing so, participants may develop an environmental education curriculum for a specific grade level, subject discipline, or school district. Credit is dependent on the scope and depth of the program to be developed.

**CNFS 610 ADMINISTRATION AND SUPERVISION OF ENVIRONMENTAL FIELD STUDY 2**

This course is intended to provide an overview of administrative procedures in organizing and implementing a day or resident program in environmental education. Among the areas to be reviewed are: historical and philosophical perspectives, development of a field curriculum, staff selection and training, financial management, facility design and selection of equipment.

*Corequisite: CNFS 620.*

**CNFS 620 FIELD LABORATORY EXPERIENCES IN ADMINISTRATION AND SUPERVISION OF ENVIRONMENTAL FIELD STUDY 1**

The field experiences in this one credit graduate course are designed to support and supplement the theoretical foundations communicated in the course, "Administration and Supervision of Environmental Field Study" (CNFS 610) and to provide opportunities to conduct on-site facility evaluation, test teaching equipment, discuss training programs with faculty at other facilities, and review financial management and business procedures used in the variety of centers. CNFS 610 must be taken concurrently.

*Corequisite: CNFS 610.*



**CNFS 621 FIELD LABORATORY EXPERIENCE  
IN ENVIRONMENTAL EDUCATION**

**1**

The field experiences in this one credit course are designed to support and supplement the theoretical foundations communicated in the course "Advanced Environmental Education Seminar" (CNFS 601). CNFS 601 must be taken concurrently.

*Corequisite: CNFS 601.*

# PHYSICAL EDUCATION

*Chairperson: Professor Timothy Sullivan*

*Graduate Advisor: Dr. Ree K. Arnold*

The graduate program in Physical Education provides students the opportunity to pursue advanced study in the general field of physical education, and to develop competency in an area of concentration. Concentrations are offered in Teaching and Administration of Physical Education, Coaching and Sports Administration, and Exercise Sciences. The program is designed to develop and enhance competencies necessary for teaching in school programs, coaching of athletics, conducting individualized exercise programs, administration of physical education and/or athletics, and administration of specialized exercise programs in a non-school setting.

Both theoretical and practical approaches are emphasized throughout the program. In addition to course work in an area of concentration, all students complete a core of required courses including philosophical and sociological foundations of sport and physical education. Analytical skills are developed through a sequence of courses culminating in a research project. A written comprehensive examination is required of all degree candidates.

Facilities for research in motor learning, biomechanics and exercise physiology are provided in the Speidel Human Performance Laboratory. These facilities are available for classwork and independent research by students and faculty.

The Department of Physical Education, Recreation and Leisure Studies is a member of the Panzer School Council and is administered by the School of Professional Studies. The Master of Arts degree with a major in Physical Education has been offered at Montclair State since 1964.

## ADMISSION REQUIREMENTS

All applicants must meet the basic admission requirements for graduate study at Montclair State. Applicants for the concentrations in Teaching and Administration of Physical Education and Coaching and Sports Administration must have a bachelor's degree with a major in Physical Education or a teaching certificate in Physical Education. For the concentration in Exercise Sciences, a bachelor's degree with a major in Physical Education or a closely related area is preferred; evidence of coursework in anatomy and physiology, exercise physiology, chemistry and nutrition is required. Students lacking adequate preparation may be required to take additional coursework at the undergraduate level as a prerequisite to matriculation in the master's program.

# REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN PHYSICAL EDUCATION

## I. Required Courses\*

PEMJ	575	Philosophical and Sociological Foundations of Sport and Physical Education .....	3
PEMJ	579	Analytic Methods in Physical Education .....	3
PEMJ	503	Research Methods in Physical Education .....	3
PEMJ	505	Research Seminar in Physical Education .....	1
PEMJ	603	Research Project .....	4
(Full year course, register in Fall only)			

\*Course 579 must be completed before 503 and both 503 and 505 must be completed before 603. In special cases 579 and 503 may be taken concurrently with permission of the instructor of 503.

## II. Concentrations

In addition to the required courses above, students are required to complete 15 semester hours in one of the following concentrations.

### A. Teaching and Administration of Physical Education

PEMJ	530	Individualized Programs in Physical Education for the Handicapped .....	3
PEMJ	556	Advanced Motor Learning .....	3
PEMJ	557	Perceptual-Motor Development in Physical Education .....	3
PEMJ	560	Physical Education Programs in a School Setting .....	3
PEMJ	577	Administration and Supervision of Physical Education .....	3

### B. Coaching and Sports Administration

PEMJ	508	Administration and Supervision of Athletics and Coaching .....	3
PEMJ	554	Orientation to Sports Medicine .....	3
PEMJ	555	Biomechanical Analysis of Movement and Sport Skills .....	3
PEMJ	556	Advanced Motor Learning .....	3
PEMJ	559	Applied Sport Psychology .....	3

### C. Exercise Sciences

PEMJ	540	Applied Exercise Physiology .....	3
PEMJ	541	Exercise Prescription and Programming .....	3
PEMJ	542	Applied Cardiac Rehabilitation .....	3
PEMJ	544	Administration of Specialized Exercise Programs .....	3
PEMJ	548	Practicum in Individualized Exercise Programs .....	*3 - 6

\*3 s.h. required; additional s.h. considered as elective credits, with approval of advisor.



III. Free Electives

Six semester hours may be selected from the Physical Education offerings or from any discipline outside the field of physical education, provided course prerequisites are satisfied.

IV. Written Comprehensive Examination

All students are required to write a comprehensive examination during the last year of their work. The examination is given in March and October. Application forms are available in the Office of Graduate Studies and must be filed six weeks before the examination in the office of the Graduate Advisor in Physical Education. The examination consists of three parts covering research skills, knowledge in the concentration area and general aspects of Physical Education.

SUMMARY

Required Courses	14 s.h.
Concentration	15 s.h.
Free Electives	6 s.h.
Minimum 35 s.h.	

Note: The following PEMJ courses are general electives within the program:

PEMJ	492	Selected Topics in Physical Education
PEMJ	516	Comparative Physical Education
PEMJ	531	Practicum in Physical Education for the Handicapped
PEMJ	550	Survey of Literature and Trends in Physical Education
PEMJ	552	Seminar in Current Problems in Athletics
PEMJ	553	A Neurological Approach to Motor Learning and Performance

A list of suggested electives from other departments is available from the graduate advisor.

PHYSICAL EDUCATION

Course Descriptions

		Semester Hours
<b>PEMJ</b>	<b>503 RESEARCH METHODS IN PHYSICAL EDUCATION</b>	<b>3</b>
An introduction to the theory and methods of historical, descriptive and experimental methods of research in physical education. Topics include the nature of research, interpretation of data and design of research. <i>Prerequisite: PEMJ 579.</i>		
<b>PEMJ</b>	<b>505 RESEARCH SEMINAR IN PHYSICAL EDUCATION</b>	<b>1</b>
Provides for the examination of current research topics in physical education, sport, and exercise sciences. Each student will conduct an in-depth review and analysis of literature related to a specific research topic, and develop a formal research proposal. <i>Prerequisite: PEMJ 503 and 579.</i>		

**PEMJ 508 ADMINISTRATION AND SUPERVISION OF ATHLETICS AND COACHING 3**

Underlying principles and desirable practices from the point of view of the administrator and supervisor, and of the person supervised and subjected to administrative policies. Interviewing, observation, conducting conferences and administrative considerations.

**PEMJ 516 COMPARATIVE PHYSICAL EDUCATION 3**

A comparative study of physical education to provide insight and greater understanding of programs in other countries. Such factors as the role of physical education, the similarities and differences in teacher preparation and the school curriculum between countries will be examined and compared in detail.

**PEMJ 530 INDIVIDUALIZED PROGRAMS IN PHYSICAL EDUCATION FOR THE HANDICAPPED 3**

This course will offer a pragmatic approach to the planning and implementation of programs in appropriate environments to meet specific needs of handicapped persons.

**PEMJ 531 PRACTICUM IN PHYSICAL EDUCATION FOR THE HANDICAPPED 3**

Practical experience with mentally retarded, emotionally disturbed, physically handicapped or sensory handicapped persons. Requirement is for 120 hours (including conference time).

*Prerequisites: PEMJ 557 and instructor's permission.*

**PEMJ 540 APPLIED EXERCISE PHYSIOLOGY 3**

This course provides an analysis of current research and theory regarding the short and long-term effects of exercise on the human organism. The student will learn to apply physiological principles to the development of exercise programs.

**PEMJ 541 EXERCISE PRESCRIPTION AND PLANNING 3**

This course provides the student the opportunity to develop competencies in assessment, prescription, monitoring and evaluation within the framework of exercise programming.

*Prerequisite: PEMJ 540 or permission of instructor.*

**PEMJ 542 APPLIED CARDIAC REHABILITATION 3**

This course provides the student current information concerning principles and programs of cardiac rehabilitation in order to apply this knowledge to the conduct of such programs in a variety of settings.

*Prerequisites: PEMJ 375 Foundations and Practices in Cardiac Rehabilitation or permission of instructor.*

**PEMJ 544 ADMINISTRATION OF SPECIALIZED EXERCISE PROGRAMS 3**

This course provides information concerning principles of administration, staffing, facilities, equipment, and finance to prepare the student to administer specialized exercise programs in a variety of settings.

**EXERCISE PROGRAMS**

This course provides the student the opportunity for practical experience in the application of individualized exercise prescriptions for asymptomatic and/or symptomatic individuals in a variety of nonschool settings.

*Prerequisites: Completion of required courses within area of specialization in exercise sciences (12 sh) or permission of instructor.*

**PEMJ 550 SURVEY OF LITERATURE AND TRENDS 3**

**IN PHYSICAL EDUCATION**

Comprehensive survey of books, periodicals and other teaching materials in the field of physical education; outstanding authors and current leaders in physical education are studied.

**PEMJ 552 SEMINAR IN CURRENT PROBLEMS 3**

**IN ATHLETICS**

The organization, planning and administration of intramural and interscholastic sports programs for men and women. Program development, scheduling, promotion and conduct of the program and personnel selection. Other persistent problems identified by the students will be discussed as will trends in such areas as sports media, coaching and officiating.

**PEMJ 553 A NEUROLOGICAL APPROACH TO 3**

**MOTOR LEARNING AND PERFORMANCE**

The psychology of motor behavior, a neuropsychological approach; integrating neuropsychological and behavioral information as a beginning toward understanding motor behavior.

**PEMJ 554 ORIENTATION IN SPORTS MEDICINE 3**

New techniques, materials, modalities and problems related to the prevention and care of athletic injuries; current developments in the field; new conditioning concepts and activities for both the athlete and nonathlete.

*Prerequisites: Courses in kinesiology, physiology of exercise and prevention and care of athletic injuries, or instructor's permission.*

**PEMJ 555 BIOMECHANICAL ANALYSIS OF 3**

**MOVEMENT AND SPORT SKILLS**

The examination of internal and external forces that act upon a human body and the effects produced by these forces during the performance of movement and sport skills. Application of techniques for measuring and diagrammatically representing these forces.

**PEMJ 556 ADVANCED MOTOR LEARNING 3**

Psychological learning theory and research related to physical activity and educational program situations. Application of research and theory to the teaching of physical education and sport.

**PEMJ 557 PERCEPTUAL MOTOR DEVELOPMENT 3**

**IN PHYSICAL EDUCATION**

Current theories concerning the interrelationships of perceptual motor development and sensory-motor activity. Implications for school physical education programs will be emphasized.



**PEMJ 559 APPLIED SPORT PSYCHOLOGY 3**

This course provides an in-depth analysis of the theories and techniques of sport psychology. Student will learn how to apply these skills to the teaching and coaching situations in order to optimize the performance of students and athletes.

**PEMJ 560 PHYSICAL EDUCATION PROGRAMS  
IN A SCHOOL SETTING 3**

Current trends in activities programming and scheduling in physical education for grades K-12. Opportunities provided for students to work in their particular area of programming interest.

*Prerequisite: A methods course in physical education.*

**PEMJ 575 PHILOSOPHICAL AND SOCIOLOGICAL  
FOUNDATIONS OF SPORT AND  
PHYSICAL EDUCATION 3**

The historical development of modern physical education programs. The sociological factors affecting behavior in modern society applied to teaching and coaching situations.

*Prerequisite: A course in the history and principles of physical education.*

**PEMJ 577 ADMINISTRATION AND SUPERVISION IN  
PHYSICAL EDUCATION 3**

The role and responsibilities of the administrator in physical education. Theories and techniques of administration and management. The nature, purposes and techniques of supervision of teachers.

**PEMJ 579 ANALYTIC METHODS IN PHYSICAL EDUCATION 3**

An introduction to descriptive and inferential statistics, both parametric and nonparametric. Analytic methods will be applied to specific problems in physical education, and microcomputer programs will be used to analyze behavioral data.

**PEMJ 580 INDEPENDENT STUDY IN  
PHYSICAL EDUCATION 1 - 3**

An experience in the pursuit of study of topics which may be outside the scope of regular curricular offerings or may be an extension of a course or courses. A student may complete a maximum of three semester hours credit in independent study. Completion and approval of independent study application form required prior to registration.

**PEMJ 600 THESIS 3**

**PEMJ 603 RESEARCH PROJECT 4**

Guidance is provided in developing and conducting a research project in physical education. Each student is required to conduct an investigation of a specific problem and to submit a written report of the completed project to the faculty of the department of physical education. Full year course. Register fall only.

*Prerequisite: PEMJ 503.*

# PSYCHOLOGY

*Chairperson: Dr. Sandra*

*Graduate Advisors: Dr. Paul Locher, Dr. Joan Silverstein*

There are two entirely separate Master of Arts degrees offered within this department. The MA in Psychology (with two concentrations available in Industrial and Organizational Psychology and Clinical Psychology for Spanish-English Bilinguals) is described immediately below. For the MA in Educational Psychology, see following pages.

## MASTER OF ARTS DEGREE IN PSYCHOLOGY

*Graduate Advisor: Dr. Paul Locher*

The Master of Arts in Psychology is designed primarily as an intermediate degree. This program prepares the student for advanced studies in many psychological fields such as developmental, experimental, learning, personality and counseling, school, and social psychology.

## ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State.

In addition, applicants must meet the following departmental requirements.

1. 12 undergraduate credits in psychology including a course in statistics and a laboratory course in experimental psychology.
2. The Advanced Psychology Test of the Graduate Record Examination.
3. Approval by the departmental committee.
4. Applicants to the Concentration in Clinical Psychology for Spanish/English Bilinguals must submit two additional letters of recommendation (for a total of four letters of recommendation).

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN PSYCHOLOGY

	Semester Hours
I. Required Courses .....	13
PSYC 510 Research Methods in Psychology .....	3
PSYC 520 Human Experimental Psychology .....	4
PSYC 550 Quantitative and Statistical Methods .....	3
PSYC 578 Psychological Tests and Measurements .....	3
II. Specialization courses .....	12
To be selected with the advice and approval of the Graduate Advisor.	
III. Free electives .....	6
To be selected with the approval of the Graduate Advisor.	
IV. PSYC 600 Thesis .....	4

V. Comprehensive Examination:

A written comprehensive examination precedes acceptance of the thesis proposal.

Total semester hours: 35

## CONCENTRATION IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

*Graduate Advisor: Dr. Paul Locher*

The Industrial and Organizational Psychology Program is designed to prepare persons for work in business and industry as professional specialists in the application of psychological knowledge and techniques to the functioning of individuals in organizations. The program draws from many areas of psychology especially testing, statistics, experimental design, learning, motivation, and interpersonal relations.

### REQUIREMENTS FOR THE INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY CONCENTRATION

I.	Required Courses .....	16
	PSYC 510 Research Methods in Psychology .....	3
	PSYC 520 Human Experimental Psychology .....	4
	PSYC 550 Quantitative and Statistical Methods .....	3
	PSYC 578 Psychological Tests and Measurements .....	3
	PSYC 658 Seminar in Industrial and Organizational Psychology .....	3
II.	Specialization .....	9
	PSYC 554 Psychology of Business and Industry .....	3
	PSYC 557 Theory and Application in Consumer Psychology .....	3
	PSYC 558 Personnel Psychology .....	3
	PSYC 570 Psychology of Human Factors .....	3
	PSYC 571 Organizational Psychology .....	3
III.	Thesis .....	4
	PSYC 600 Thesis .....	4
IV.	Electives: Psychology .....	Maximum of 6
	PSYC 552 General Social Psychology .....	3
	PSYC 553 Urban Psychology .....	3
	PSYC 563 Theories of Learning .....	3
	PSYC 568 Psychology of Group Dynamics .....	3
	PSYC 581 Motivation .....	3
	PSYC 582 Behavior Modification .....	3
V.	Electives: Other Departments .....	Maximum of 6
	To be selected with the approval of the Graduate Advisor.	

Total Semester Hours: 38



# CONCENTRATION IN CLINICAL PSYCHOLOGY FOR SPANISH-ENGLISH BILINGUALS

*Graduate Advisor: Dr. Robert McCormick*

*Dr. Margarita Garcia*

The Clinical Psychology Program for Spanish-English Bilingual Psychologists will prepare our graduates to function in applied mental health settings that have a significant Spanish-speaking clientele.

## REQUIREMENTS FOR THE CONCENTRATION IN CLINICAL PSYCHOLOGY FOR SPANISH-ENGLISH BILINGUALS

I.	Required Courses .....	13
	PSYC 510 Research Methods .....	3
	PSYC 520 Human Experimental Psychology .....	4
	PSYC 551 Mental Health Issues of Hispanics .....	3
	PSYC 630 Nonbiased Assessment of Hispanics .....	3
II.	Specialization .....	15
	PSYC 574 Individual Intelligence Testing .....	3
	PSYC 576 Projective Techniques II .....	3
	PSYC 593 Clinical Interviewing .....	3
	PSYC 670 Introduction to Psychotherapy .....	3
	PSYC 680 Internship in Clinical Psychology .....	3
III.	Development .....	6
	PSYC 561 Developmental Psychology .....	3
	PSYC 667 Abnormal Psychology .....	3
IV.	Elective .....	3
	ANTH 538 Ethnopsychology .....	3
	COUN 559 Dynamics of Group Process .....	3
	COUN 581 Community Resources .....	3
	COUN 590 Counseling the Alcoholic .....	3
	HECO 542 Dynamics of Family Interaction .....	3
	HECO 544 Intercultural Study of Family .....	3
	PSYC 552 General Social Psychology .....	3
	PSYC 582 Behavior Modification .....	3
	PSYC 685 Psychoanalytic Theory .....	3
	SOCI 574 Sociology of Ethnic Relationships .....	3
	SOCI 577 Sociology of Poverty in the United States .....	3
V.	Comprehensive Examination	

Total Semester Hours: 37

# MASTER OF ARTS DEGREE IN EDUCATIONAL PSYCHOLOGY

*Graduate Advisor: Dr. Paul Locher*

The Master of Arts in Educational Psychology aims to increase the student's knowledge of the application of psychological theory to educational practice.

## ADMISSION REQUIREMENTS

All applicants must meet the admission requirements for graduate study at Montclair State. In addition, the applicant must have 12 undergraduate credits in psychology including a course in statistics and a laboratory course in experimental psychology, and be approved by the departmental committee.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN EDUCATIONAL PSYCHOLOGY

I.	Required Courses .....	15
	PSYC 510 Research Methods in Psychology .....	3
	PSYC 560 Advanced Educational Psychology .....	3
	PSYC 561 Developmental Psychology .....	3
	PSYC 578 Psychological Tests and Measurement .....	3
	PSYC 660 Current Topics in Educational Psychology .....	3
II.	Electives: Psychology .....	15
	To be selected with the approval of the Graduate Advisor.	
	Possible areas of emphasis and relevant courses:	
	Learning	
	PSYC 503 Language and Communication .....	3
	PSYC 549 Psychology of the Adult Learner .....	3
	PSYC 550 Quantitative and Statistical Methods .....	3
	PSYC 563 Theories of Learning .....	3
	PSYC 570 The Psychology of Human Factors .....	3
	PSYC 573 Physiological Psychology .....	3
	PSYC 581 Motivation .....	3
	PSYC 582 Behavior Modification .....	3
	PSYC 583 Sensation and Perception .....	3
	Child-Developmental	
	PSYC 503 Language and Communication .....	3
	PSYC 555 Psychological Aspects of Poverty .....	3
	PSYC 563 Theories of Learning .....	3
	PSYC 564 Psychology and Education of Physically and Mentally Handicapped Children .....	3
	PSYC 565 Psychology and Education of Socially and Emotionally Handicapped Children .....	3
	PSYC 580 Personality .....	3
	PSYC 585 Psychoanalytic Theory .....	3

## Clinical

PSYC 542	Topics in Human Sexuality .....	3
PSYC 568	Psychology of Group Dynamics .....	3
PSYC 580	Personality .....	3
PSYC 582	Behavior Modification .....	3
PSYC 585	Psychoanalytic Theory .....	3
PSYC 593	Clinical Interviewing .....	3
PSYC 645	Sexual Function and Dysfunction .....	3
PSYC 667	Abnormal Psychology .....	3
PSYC 670	Introduction to Psychotherapy .....	3

## Social-Personality

PSYC 538	Ethnopsychology .....	3
PSYC 547	Woman: A Cross-Cultural Perspective .....	3
PSYC 552	General Social Psychology .....	3
PSYC 553	Urban Psychology .....	3
PSYC 555	Psychological Aspects of Poverty .....	3
PSYC 568	Psychology of Group Dynamics .....	3
PSYC 580	Personality .....	3
PSYC 581	Motivation .....	3
PSYC 585	Psychoanalytic Theory .....	3

## III. Electives: Other Departments ..... 6

To be selected with the approval of the Graduate Advisor.

## IV. Thesis (Elective)

## V. Comprehensive Examination

Minimum: 34 semester hours with Thesis option or 36 semester hours without Thesis option. Students who elect the Thesis option will take one less course in each Elective category (II and III).

## **School Psychologist Certification (N.J. State Certificate)**

*Graduate Advisor: Dr. Joan Silverstein*

The School Psychologist Certification Program is designed to meet the need for school psychologists by offering an integrated sequence of courses and supervised school, clinical, and community experiences. In addition, if all appropriate requirements are met, the student in this certification program will receive either an MA in Psychology or an MA in Educational Psychology. See the latest information.

## **ADMISSION REQUIREMENTS**

All applicants must meet the admission requirements for graduate study at Montclair State.

In addition, applicants must meet the following departmental requirements.

1. 12 undergraduate credits in psychology including a course in statistics and a laboratory course in experimental psychology.
2. The Advanced Graduate Record Examination in Psychology.



3. Four letters of recommendation.
4. Approval by the departmental committee. All materials must be received by the Graduate Studies Office by February 15 for the following September.

## REQUIREMENTS FOR THE SCHOOL PSYCHOLOGIST CERTIFICATION PROGRAM

I.	Educational Foundations (Select 4 courses) .....	12
	EDFD 521 Contemporary Educational Thought .....	3
	PSYC 538 Ethnopsychology .....	3
	PSYC 553 Urban Psychology .....	3
	PSYC 555 Psychological Aspects of Poverty .....	3
	PSYC 560 Advanced Educational Psychology .....	3
	PSYC 660 Current Topics in Educational Psychology .....	3
	ANTH 535 Ethnology I .....	3
	SOCI 565 Sociology of Youth .....	3
II.	Education of the Handicapped .....	6
	PSYC 564 Psychology and Education of Physically and Mentally Handicapped .....	3
	PSYC 565 Psychology and Education of Socially and Emotionally Handicapped .....	3
III.	Testing and Clinical Techniques .....	24
	PSYC 510 Research Methods in Psychology .....	3
	PSYC 550 Quantitative and Statistical Methods .....	3
	* PSYC 574 Individual Intelligence Testing .....	3
	* PSYC 575 Projective Techniques I .....	3
	* PSYC 576 Projective Techniques II .....	
	PSYC 578 Psychological Tests and Measurements .....	3
	PSYC 593 Clinical Interviewing .....	3
	* PSYC 610 Diagnostic Case Studies .....	3
	* PSYC 661 Practicum in School Psychology .....	3
	* PSYC 662 School Psychologist Externship .....	3
IV.	Personality and Behavioral Development .....	12
	PSYC 561 Developmental Psychology .....	3
	PSYC 563 Theories of Learning .....	3
	PSYC 573 Physiological Psychology .....	3
	PSYC 580 Personality .....	3
	PSYC 582 Behavior Modification .....	3
	PSYC 667 Abnormal Psychology .....	3
V.	Electives: Select courses to balance the program, with permission of graduate advisor.	

\* Admission to the course is subject to approval of graduate coordinator.

Minimum: 60 semester hours

# PSYCHOLOGY

## Course Descriptions

	Semester Hours
<b>PSYC 503 LANGUAGE AND COMMUNICATION</b>	<b>3</b>
Influence of psychology, linguistics and biology on the learning and use of language. Psycholinguistics, language and thought, language disorders, development of communication, dialect differences.	
<b>PSYC 510 RESEARCH METHODS IN PSYCHOLOGY</b>	<b>3</b>
This course provides the essentials needed to read, understand and critically evaluate research reports. Students will also learn how to carry out the entire research process, starting with identifying the research problem and ending with a thesis or research report. Factorial analysis of variance and the major multiple correlational designs are explained. <i>Prerequisite: Undergraduate laboratory course in experimental psychology.</i>	
<b>PSYC 520 HUMAN EXPERIMENTAL PSYCHOLOGY</b>	<b>4</b>
Students survey methods and topics in human experimental psychology by conducting, analyzing, and reporting on experiments on topics to be drawn from cognition, memory, language, perception, learning, sensation, and neuropsychology. <i>Prerequisite: PSYC 510.</i>	
<b>PSYC 538 ETHNOPSYCHOLOGY</b>	<b>3</b>
This is an interdisciplinary course on convergencies of theoretical and methodological concepts from psychology and anthropology. There is a cross-cultural focus on the relationship of culture to personality, cognition, stress, mental disorders, and aging. Cross-listed with ANTH 538. <i>Prerequisite: Undergraduate work in psychology or anthropology.</i>	
<b>PSYC 547 WOMAN: A CROSS-CULTURAL PERSPECTIVE</b>	<b>3</b>
The physiological and psychological aspects of women studied cross-culturally and their implications for today's society are the focus of this course. Morphological and psychological developments from conception to death in various cultures will be discussed, and inferences about the roles of women in our society will be made.	
<b>PSYC 549 PSYCHOLOGY OF THE ADULT LEARNER</b>	<b>3</b>
A variety of classical and modern learning theories—behavioristic, cognitive-developmental, and information-processing—are examined with the goal of having students understand the implications of these theories for training and teaching adult learners. Completion of one outside project involving theory application is required.	
<b>PSYC 550 QUANTITATIVE AND STATISTICAL METHODS</b>	<b>3</b>
This course presents the theory and use of simple and factorial anova, regression, and covariance to analyze representative psychological data. The use of computer packages for analysis is included. <i>Prerequisite: An undergraduate psychology statistics course or equivalent.</i>	

**PSYC 551 MENTAL HEALTH ISSUES OF HISPANICS 3**

This course will familiarize the student with the personal, social, cultural and institutional forces that affect the mental health of Hispanics and Hispanic Americans and how these impact on treatment issues. The course will explore the heterogeneity of the Hispanic groups in the United States and how these groups respond in a unique way to the various services offered in the community mental health setting.

**PSYC 552 GENERAL SOCIAL PSYCHOLOGY 3**

This course surveys and analyzes the theoretical and empirical literature of modern social psychology. Among topics dealt with are the social psychology of the psychology experiment, attitude development and change, group processes and conflict, role theory, ecological psychology, socialization, organizations and work places, and a number of other themes and issues focused on the individual's relationship to the larger social structure.

*Prerequisite: Undergraduate work in psychology or sociology.*

**PSYC 553 URBAN PSYCHOLOGY 3**

This course offers a systematic exploration of the modern city and the interaction of physical and social/behavioral systems and their impact on urban life. Among those topics dealt with are major theoretical perspectives on the city, concepts of community in the contemporary city, the social psychology of city life, cognition in the city, and issues related to density, housing and urban planning and design.

**PSYC 554 PSYCHOLOGY OF BUSINESS AND INDUSTRY 3**

This course combines applied methodologies with content areas in Industrial Psychology. Survey methods, sampling techniques and quasi-experimental designs are applied to training, performance appraisal, employee attitude and program evaluation activities in organizations.

**PSYC 556 ENVIRONMENTAL PSYCHOLOGY 3**

This course surveys the interaction of physical environments and human behavior. Among those topics covered are issues of causality, environmental metaphors, population density and crowding, environmental perception and cognition, the social psychology of place, architecture and behavior, issues in 'dwelling', competence and educational environments, technology, and people and the natural world.

**PSYC 557 THEORY AND APPLICATION IN  
CONSUMER PSYCHOLOGY 3**

The theories and assessment of consumer behaviors utilizing fundamental psychological principles will be emphasized. Students will undertake a field research project.

*Prerequisite: An undergraduate course in statistics.*

**PSYC 558 PERSONNEL PSYCHOLOGY 3**

Psychological methods and knowledge are applied to the personnel functions of industry. Emphasis is on major relevant social, economic and legislative changes which affect employment, including the impact of the civil rights and the women's movement on fairness in employment.



**PSYC 560 ADVANCED EDUCATIONAL PSYCHOLOGY 3**

A comprehensive treatment of the cognitive and affective characteristics of the learner and the processes of learning and teaching provide the framework for this course. Behavioral, cognitive and information-processing theory are presented and their applicability to instructional strategies and classroom dynamics is discussed. Other areas included are the origins of individual differences including heredity and environment, early childhood education, cultural differences, student motivation, classroom management, measurement and evaluation, exceptional children and other topics.

**PSYC 561 DEVELOPMENTAL PSYCHOLOGY 3**

Philosophical, conceptual, theoretical and research issues pertinent to human development from prenatal life to adulthood are presented. The core conceptual issues of development, such as the nature-nurture controversy, the continuity-discontinuity issue, and the issue of stability-instability, are discussed, and their relationships to the major theories in developmental psychology are examined.

**PSYC 563 THEORIES OF LEARNING 3**

The aim of this course is to provide the student with an understanding of modern learning theory, its historical context, theoretical ideas, research, and applications. To this end, the theoretical ideas of the major schools of learning - behaviorism, gestalt, cognitivism, and information-processing - are reviewed.

**PSYC 564 PSYCHOLOGY AND EDUCATION OF  
PHYSICALLY AND MENTALLY  
HANDICAPPED CHILDREN 3**

The purpose of this course is to enhance the students' understanding of the psychological, social and educational implications of physical and intellectual disabilities in childhood and adolescence. Neurological impairment, mental retardation, visual and auditory deficits, speech and language disorders, and orthopedical handicaps will be discussed. This is not a methods course; however, educational practices and interventions will be included.

**PSYC 565 PSYCHOLOGY AND EDUCATION OF  
SOCIALLY AND EMOTIONALLY  
HANDICAPPED CHILDREN 3**

The purpose of this course is to provide students with theoretical and practical understanding of frequently encountered social and emotional pathologies of childhood and adolescence. Topics include depression, anxiety disorders, learning dysfunction, conduct disturbance, and psychosis. Although not a methods course, remedial and preventive techniques will be discussed.

**PSYC 568 PSYCHOLOGY OF GROUP DYNAMICS 3**

This course presents theories of group dynamics and illustrative application to understand personal, marital, political, industrial and professional life. Personal participation by the student in a group interactive process is required. The course is designed especially to help group leaders understand the complex underlying dynamic forces that influence our behavior in groups.

*Prerequisite: Open only to matriculated graduate psychology students.*

**PSYC 570 THE PSYCHOLOGY OF HUMAN FACTORS 3**

Psychological techniques will be applied to the problems that are encountered at the interface between human beings and modern technology. Topics include workplace design, computer systems, transportation systems, people in space, and control and display design.

**PSYC 571 ORGANIZATIONAL PSYCHOLOGY 3**

This course examines the psychological consequences of organizational structure, social norms and group processes. Areas covered include organizational development and change, leadership, motivation, and job satisfaction.

**PSYC 572 PROFESSIONAL PRACTICUM IN SCHOOL PSYCHOLOGY ISSUES 3**

This course provides an orientation to critical issues in the field of school psychology including roles and functions, the culture of schools and strategies for change, and legal and ethical issues. Guest speakers, group discussions, and a series of planned school experiences are utilized to provide a conceptual framework for the study of school psychology.

*Prerequisite: Approved certification candidacy in the School Psychology Program.*

**PSYC 573 PHYSIOLOGICAL PSYCHOLOGY 3**

The physiological bases of normal and abnormal behavior with emphasis on the anatomy, physiology, and pathology of the human nervous system are discussed. Starting with the nerve cell, the course progresses through the receptors, spinal cord, cortical and subcortical structures, psychosurgery, biofeedback, and other topics.

**PSYC 574 INDIVIDUAL INTELLIGENCE TESTING 3**

Students learn how to administer, score and interpret individual intelligence tests. Theories of intelligence and the appropriateness of the tests to specific populations are discussed. Students administer and report on the three Wechsler Intelligence Scales and the Stanford-Binet.

*Prerequisite: Approved certification candidacy in the School Psychology Program.*

**PSYC 575 PROJECTIVE TECHNIQUES I 3**

The basic instruments of projective testing, particularly the Rorschach and the Thematic Apperception Test (TAT), are reviewed from the standpoints of basic research and the mechanics of administration and scoring.

*Prerequisite: Approved certification candidacy in the School Psychology Program.*

**PSYC 576 PROJECTIVE TECHNIQUES II 3**

This course involves advanced theoretical aspects and practical application of projective tests. Students are required to administer and score tests, and to analyze individual cases, including supervised cases at the College Psychoeducational Center. An introduction to report writing is provided. The major emphasis is on the Rorschach, the Thematic Apperception Test, and projective drawings. Other assessment instruments are also included.

*Prerequisites: PSYC 574, 575, and approved certification candidacy in the School Psychology Program.*

**PSYC 578 PSYCHOLOGICAL TESTS AND MEASUREMENTS 3**

This course surveys the theory, construction and application of psychological tests. Topics include the statistical concepts underlying measurement; reliability and validity; critical analyses of selected intelligence, ability and personality tests; evaluation and interpretation of test data in practical situations; and the role of testing in clinical, educational and remedial settings.

*Prerequisite: An undergraduate psychology statistics course or equivalent.*

**PSYC 580 PERSONALITY 3**

The objectives of this course are to provide a comprehensive summary of several major contemporary theories of personality including psychoanalytic, humanistic, behavioristic and cognitive approaches; to present the student with a conceptual framework to compare and evaluate each theory; to investigate relevant research; and to consider practical applications of each theory.

*Prerequisite: PSYC 561.*

**PSYC 581 MOTIVATION 3**

This course presents an overview of theory and research on human and animal motivation. Topics covered will be specific motives such as hunger, thirst, sex, aggression, altruism, achievement, and social motivation, as well as motivational aspects of ethology, cognitive dissonance, acquired drives, decision making, cognitive processes in motivation, and emotional arousal and expression.

**PSYC 582 BEHAVIOR MODIFICATION 3**

This course reviews applications of conditioning principles to changing human behavior in clinical, educational, occupational and community settings. Selected topics include operant and classical conditioning, social learning theory, token economies, experimental design, cognitive behavior modification, aversive control, cognitive restructuring, biofeedback, and ethical issues in behavior modification. The course is designed to enable students to construct and implement behavior modification programs.

*Prerequisite: An undergraduate course in learning or the equivalent.*

**PSYC 593 CLINICAL INTERVIEWING 3**

This course integrates the theory and practice of clinical interviewing. The goals of this course are to facilitate the development of the student's listening, diagnostic, and therapeutic interviewing skills.

*Prerequisite: 12 graduate credits in psychology or related fields.*

**PSYC 600 THESIS I 4**

Students attend a one-semester seminar to review the research process, develop individual research proposals under the supervision of faculty, present their proposals to the seminar, implement their proposals after approval by a faculty committee, report their research in a written M.A. thesis, and take an oral examination upon completion of the thesis. Students normally attend the seminar in a semester preceding registration for this course.

*Prerequisite: Permission of thesis advisor.*



**PSYC 610 DIAGNOSTIC CASE STUDIES 3**

This course provides integration of assessment and diagnostic skills within the context of school psychological services. Theoretical and practical issues of differential diagnosis are reviewed in depth. Communication of findings through written reports and oral feedback to significant parties is stressed. The development of intervention plans, including the individual educational program, are reviewed. In addition to other assignments, students work as supervised members of child study teams at the College Psychoeducational Center.

*Prerequisites:* Approved certification candidacy in the School Psychology Program; PSYC 576.

**PSYC 612 SPECIAL DIAGNOSTIC TECHNIQUES 3**

This course is designed for students who are already competent in basic individual assessment theory and methods. Recent advances in assessment theory and practice are discussed and the knowledge is applied through the administration of test batteries, the development of intervention strategies, and the writing of reports.

*Prerequisites:* PSYC 574, 575; permission of school psychology graduate advisor.

**PSYC 630 NONBIASED ASSESSMENT OF HISPANICS 3**

This course will provide an understanding of the various areas of empirical investigation related to issues in nonbiased assessment and to review the specific strategies that can be employed in the assessment of Hispanic children and adults to reduce the probability of bias. Assessment will be viewed from the perspective of a multidimensional model of intelligence, with respect for linguistic and socio-cultural diversity and ethical responsibility.

**PSYC 645 SEXUAL FUNCTION AND DYSFUNCTION 3**

This course reviews current knowledge about sexual function and dysfunction. Theoretical approaches including psychoanalytic, mechanistic, social script, and data which support or disconfirm them will be studied. The major focus is on the most common dysfunctions including disorders of desire, excitement, orgasm. Other problems such as pedophilia, exhibitionism, fetishes will be covered. Although therapeutic approaches of Kaplan, Masters and Johnson, the cognitive behaviorists and others will be studied, the course does not prepare students to be sex therapists or counselors.

*Prerequisite:* One graduate course in human sexuality or PSYC 667.

**PSYC 658 SEMINAR IN INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY 3**

This course covers the most recent advances, issues and problems in the field through technical literature, legislation, judicial decisions, research techniques, and consulting practice in order to provide knowledge and application skills. Each student critiques technical literature and reviews the development of topics in the field.

*Prerequisite:* Matriculation in the I/O program and completion of specialization courses.

**PSYC 659 SPECIAL TOPICS SEMINAR IN PSYCHOLOGY 3**

This course provides an in-depth view of important theoretical and methodological issues in various areas of psychology. It is designed to permit faculty with particular interests and expertise to provide students with a comprehensive analysis of a selected contemporary issue (or issues) in psychology.

*Prerequisite:* Completion of 15 or more credits in one's program or permission of instructor.

**PSYC 660 CURRENT TOPICS IN EDUCATIONAL PSYCHOLOGY 3**

Several important contemporary theoretical, applied and methodological issues in various areas of educational psychology are selected by the class for inclusion in the course. Seminar discussions focus on the critical evaluation of the recent literature in the areas selected.

*Prerequisites: PSYC 510, 560, and matriculation in psychology.*

**PSYC 661 PRACTICUM IN SCHOOL PSYCHOLOGY 3**

The student receives supervised experience in assessment, counseling and consultation procedures. The course is designed to increase the student's competence in psychological skills required in school settings.

*Prerequisites: Approved certification candidacy in the School Psychology Program and permission of graduate advisor.*

**PSYC 662 SCHOOL PSYCHOLOGY EXTERNSHIP 3**

Students serve as apprentice psychologists in cooperating school districts or agencies. A fully certified school psychologist, employed in the cooperating district, or an appropriate clinician and the college supervisor make periodic visits and conduct a series of seminars to be scheduled on campus.

*Prerequisites: Approved certification candidacy in the School Psychology Program and permission of graduate advisor.*

**PSYC 663 INDEPENDENT STUDY 1 - 3**

The student conducts an individual project under the supervision of a professor in the department.

*Prerequisite: Permission of instructor.*

**PSYC 667 ABNORMAL PSYCHOLOGY 3**

This course focuses on theoretical models and selected research in psychopathology. Topics include contemporary nosology, diagnostic problems, schizophrenia, anxiety and affective disorders, social deviance, somatoform and psychophysiological syndromes, and therapeutic intervention.

*Prerequisite: PSYC 561.*

**PSYC 670 INTRODUCTION TO PSYCHOTHERAPY 3**

This course surveys theories, research and practices in individual and group psychotherapy, and introduces the student to various treatments for emotional maladjustment and behavioral pathology.

*Prerequisite: Permission of instructor.*

**PSYC 685 PSYCHOANALYTIC THEORY 3**

Through the reading of primary sources, students will become familiar with the development of Freudian psychoanalytic theory and its use in psychoanalysis. Current directions in psychoanalytic theory will also be explored. Particular emphasis will be placed on the emergence of object-relations theory as well as self psychology. The world of Klein, Winnicott, Mahler, and Kohut will be examined. Overall, the course will emphasize the convergence of theory and technique.

*Prerequisite: PSYC 580 or PSYC 667 or instructor's permission.*

# READING

*Chairperson: Dr. Joy Stone*

*Graduate Advisors:*

*Reading: Dr. Maria Schantz*

*Dr. Joy Stone*

*Educational Media: Mr. Robert Ruezinsky*

The Department of Reading and Educational Media prepares professionals for leadership roles in education and provides services to the campus and community. In addition to the MA in Reading, course work leads to certification for Reading Teacher, Reading Specialist, Associate Media Specialist and Media Specialist.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN READING

### ADMISSION REQUIREMENTS

Provision is made in this program to matriculate students who have demonstrated interest and ability suitable to reading education. Applicants shall furnish acceptable evidence of talent appropriate for competence in reading instruction. Letters of recommendation from the school system superintendent or the school building principal will be acceptable. Final matriculation is the departmental decision; prerequisites will be determined by departmental advisement. This program provides preparation for careers as:

- Reading specialists and teachers in schools and recreational centers
- Reading diagnosticians and instructors in hospitals and clinics
- Reading consultants in business and industry
- Reading research/development specialists in government agencies
- Workshop leaders for publishing houses.

This program can also provide certification as:

- A New Jersey Reading Teacher
- A New Jersey Reading Specialist

### PROGRAM REQUIREMENTS

I.	Basic Professional Education .....	6
	ELRS 503 Methods of Research (required) .....	3
	An elective (with department approval) .....	3
II.	Required Courses in Reading .....	15
	READ 500 The Nature of Reading .....	3
	READ 511 Case Studies of Reading Difficulties .....	3
	READ 513 Supervised Clinical Practicum, Part I .....	3
	READ 514 Supervised Clinical Practicum, Part II .....	3
	READ 505 Research Seminar in Reading .....	3
	(written permission required)	



III.	Elective Courses in Reading .....	6
	Students must take additional reading electives in order to meet specialization requirements.	
	READ 501 Techniques of Reading Improvement in Secondary Schools .....	3
	READ 502 Administration and Supervision of Reading Programs .....	3
	READ 503 Literature for Adolescents .....	3
	READ 504 Literacy Needs of Adult Learners .....	3
	READ 506 Reading Resources .....	3
	READ 507 Understanding Reading Comprehension .....	3
	READ 508 Critical Thinking and Literacy .....	3
	READ 510 Field Experience in Reading .....	3
	READ 512 Seminar in Reading Difficulties .....	3
	READ 600 Workshop in Contemporary Issues in Reading .....	1-3
IV.	Free Electives .....	6
	Any graduate courses offered by the College.	
V.	Additional Department Requirements:	
	A. Supervised clinical experience within the framework of required courses and/or in addition to course work. Arrangements will be made to provide this experience in the Montclair State College Reading Center.	
	B. A written comprehensive examination, supplemented if necessary by an oral examination, or an equivalent comprehensive experience determined by the department.	
	C. A reading portfolio containing representative work and personal contribu- tions in reading will be compiled by the student. This portfolio will be used to diagnose students' strengths and weaknesses as they progress through the program.	

Minimum: 33 semester hours

## TEACHER CERTIFICATION

Reading courses for initial certification in any teaching field are:

READ 407	Reading: Theory and Process .....	3
READ 408	Reading: The Content Areas .....	3

## PROGRAM LEADING TO THE READING SPECIALIST CERTIFICATE

Minimum Requirements: Initial teaching certificate, two years of teaching experience and a program of 30 hours of study. See advisor for further information.

# EDUCATIONAL MEDIA

The instructional media courses offered below are available as a sequence of study to meet the Educational Media Specialist certification requirements. Persons wishing to prepare for one of the two certificates should arrange for a conference with the proper advisor.

A master's degree and a standard New Jersey Teacher's Certificate are required as prerequisites to the issuing of the Educational Media Specialist Certificate. A bachelor's degree and a standard New Jersey Teacher's Certificate are required as prerequisites to the issuing of the Associate Educational Media Specialist Certificate, which requires a minimum of 18 credits of instructional media courses. Course descriptions for the related undergraduate program leading to this last certificate are provided in the undergraduate catalog.

The following senior/graduate level courses are open to graduate students pursuing certification under the National Association of State Directors of Teacher Education and Certification standards for Educational Media Specialist and Associate Educational Media Specialist certification. Approval of graduate advisor is required for inclusion in a program of study.

MEDI 401	Fundamentals of Cataloging and Classification .....	3
MEDI 402	Reference and Bibliography for School Resource Centers .....	3
MEDI 403	Reading Materials for Children and Youth (Selection and Evaluation) .....	3

## READING Course Descriptions

### Semester Hours

#### **READ 407 READING: THEORY AND PROCESS 3**

Designed for classroom and nonclassroom personnel whose major responsibility is instructing students. Major focus will be on developing those skills, understandings and competencies in the nature of the reading process, in specific word recognition and comprehension strategies, and in classroom diagnostic techniques.

*Prerequisite: Junior or senior standing.*

#### **READ 408 READING: THE CONTENT AREAS 3**

Designed to enable content area teachers to understand the developmental nature of the reading process and employ specific techniques to facilitate and improve reading competencies.

*Prerequisite: Junior or senior standing.*

#### **READ 500 THE NATURE OF READING 3**

The foundations of reading: the nature of the reading process, readiness, beginning instruction, current practices in the teaching of reading in early childhood and elementary education, a reappraisal of the role of reading in a technological society.

**READ 501 TECHNIQUES OF READING IMPROVEMENT 3**  
**IN THE SECONDARY SCHOOL**

The improvement of nonclinical reading difficulties in the content subjects. For the subject area teacher and the beginning reading specialist. Secondary school reading needs and specific suggestions for guiding the slow, average, and gifted student in a classroom situation.

**READ 502 ADMINISTRATION AND SUPERVISION OF 3**  
**READING PROGRAMS**

The more complex aspects of organizing and administering reading programs: theory and techniques of leadership, program development, organization of inservice programs, developing a budget, methods of evaluation, etc. Essential background for reading specialists to establish or administer a functional school reading program.

**READ 503 LITERATURE FOR ADOLESCENTS 3**

Background for the development of recreational reading programs in junior and senior high schools. Literature written for students, as well as literature intended to be read widely by adolescents, criteria for book selection, censorship, role of mass media, minority group identification through books, bibliotherapy, bibliographic tools, and the importance of the librarian.

**READ 504 LITERACY NEEDS OF ADULT LEARNERS 3**

For instructors of out-of-school youth and adults. Language learning and related psychological factors; methodology and reading instruction; literature and the reading program and innovations in reading instruction.

**READ 505 RESEARCH SEMINAR IN READING 3**

Problems in the field of reading suggested by the educational events and trends, the members of the class, and the educational movements in New Jersey, the country, and the world. Each student will execute an individual research effort.

*Prerequisite: Written permission of advisor.*

**READ 506 READING RESOURCES 3**

Software, hardware, multi-media and multi-sensory materials available in schools and in adjunct facilities; philosophic, psychological and academic considerations of reading resources. Video tape demonstrations of materials.

**READ 507 UNDERSTANDING READING COMPREHENSION 3**

This course provides for educators and others an understanding of the processes underlying the processing of visible language, particularly the types commonly found in written texts used in educational settings. The instructor will explore with the participants the affective, cognitive, linguistic, pragmatic, and textual variables pertaining to the formulation of meaning in reading. The eventual outcome of the course will be the creation of a conceptual framework for the comprehensibility of written materials couched in terms of the interaction among the reader, the text, and other pragmatic variables.

*Prerequisites: READ 500, 501.*



**READ 508 CRITICAL THINKING AND LITERACY 3**

This course offers a critical thinking framework for the communication arts with an emphasis on reading comprehension, writing, and discussion. Relevant psychological sociological and philosophical theories will be studied and applied to texts that are representative of diverse genres and cultures and that challenge conventional beliefs.

**READ 510 FIELD EXPERIENCE IN READING 3**

Agencies and programs dealing with reading. Students observe, participate and report activities of the agencies. For students in long-range research, students with limited teaching experience, and students who need additional field and clinical experience. Independent study.

*Prerequisite: Permission of reading advisor.*

**READ 511 CASE STUDIES OF READING DIFFICULTIES 3**

This is a basic course in learning the techniques for diagnosing reading difficulties; for evaluating the most frequently used tests and inventories; the actual testing of a child with reading problems. Group and individual tests, survey and diagnostic tests, and standardized and informal tests; reporting to parents, schools and agencies. The course develops skills in diagnosing reading problems for individuals which will be used by the clinician for treating remedial and corrective students. Additional diagnostic hours arranged.

*Prerequisite: READ 500 and instructor's permission.*

**READ 512 SEMINAR IN READING DISABILITIES 3**

Significant problems in the field of reading disability; historical and emerging models used in reading diagnosis.

**READ 513 SUPERVISED CLINICAL PRACTICUM, PART I 3**

For advanced students and specialists involved in some aspect of remedial instruction. Part I investigation and interpretation of serious reading problems; causes of reading difficulties; techniques of remedial and corrective treatment. Part II selection and adaptation of suitable improvement devices, materials and ideas; intensive treatment in a practicum situation. Clients are drawn from the classes in the reading laboratory. Additional tutoring hours will be arranged.

*Prerequisite: Written permission of the instructor required.*

**READ 514 SUPERVISED CLINICAL PRACTICUM, PART II 3**

For advanced students and specialist involved in some aspect of remedial instruction. Part I investigation and interpretation of serious reading problems; causes of reading difficulties; techniques of remedial and corrective treatment. Part II selection and adaptation of suitable improvement devices, materials and ideas; intensive treatment in a practicum situation. Clients are drawn from the classes in the reading laboratory. Additional tutoring hours will be arranged.

*Prerequisite: Written permission of the instructor required.*

**READ 600 WORKSHOP IN CONTEMPORARY ISSUES 1 - 3**  
**IN READING**

This workshop course will deal with contemporary issues in reading instruction, basic skills, literature, cultural literacy and critical thinking. Each workshop will be topic-specific. Faculty determine topic selection according to timely public policy issues and philosophical concerns. Collaborative research between workshop faculty and participants will be emphasized. Students may register for no more than six credits.

# EDUCATIONAL MEDIA

## Course Descriptions

		Semester Hours
<b>MEDI 401</b>	<b>FUNDAMENTALS OF CATALOGING AND CLASSIFYING EDUCATIONAL RESOURCES</b>	<b>3</b>
Covers principles involved in cataloging and classification of print and nonprint materials according to established classification schemes. Extensive practice through laboratory experience provided.		
<b>MEDI 402</b>	<b>REFERENCE AND BIBLIOGRAPHY FOR SCHOOL RESOURCE CENTERS</b>	<b>3</b>
An examination and analysis of basic reference materials with emphasis on those most useful in library resource centers. Encyclopedia, dictionaries, geographical and statistical sources as well as bibliographies are included.		
<b>MEDI 403</b>	<b>READING MATERIALS FOR CHILDREN AND YOUTH (SELECTION AND EVALUATION)</b>	<b>3</b>
A study and evaluation of library materials provided by the modern school media center to meet the needs of youth. Extensive critical reading of books for children and young adults is required. Principles of book selection are emphasized and experience in the use of selection tools is provided. The point of view relates the library collection to the total school program.		
<b>MEDI 500</b>	<b>MEDIA, TECHNOLOGY, AND LEARNING IN THE CURRICULUM</b>	<b>3</b>
The organizing and integrating of media in school curricula and other educational programs. Identifying instructional purposes and defining roles for technology and media in learning and teaching. Examining and comparing curriculum designs for their concordance with the procedures of technology in education. Selection and evaluation of materials.		
<b>MEDI 520</b>	<b>PRODUCTION OF MATERIALS FOR MEDIA TECHNOLOGY</b>	<b>3</b>
For developing advanced proficiency in preparing audio, photographic, and graphic materials. Especially for persons charged with materials preparation in media centers. Laboratory instruction.		
<b>MEDI 521</b>	<b>DESIGN OF INNOVATIVE CURRICULUM RESOURCES</b>	<b>3</b>
Emphasis systems design, software, program development, creative development of media for special learning situations, basic design of programmed instruction and multi-media techniques. <i>Prerequisite: MEDI 520.</i>		
<b>MEDI 540</b>	<b>TELEVISION PRODUCTION IN EDUCATION</b>	<b>3</b>
Combination lecture, laboratory and seminar experiences in television, elements of television set design, functions of floor director, control room operations and basic television directing.		

**MEDI 541 TELEVISION PROGRAMMING IN EDUCATION: INDEPENDENT STUDY 3**

Combination lecture, laboratory and seminar in programming, conceptual creativity, pre-planning, execution of ideas and evaluation of presentations. Selection and design of hardware.

*Prerequisite: MEDI 540 or equivalent course, instructor's permission.*

**MEDI 550 ADMINISTRATION AND SUPERVISION OF MEDIA IN EDUCATION 3**

Provides training for management of integrated instructional resources programs. Emphasis is on the practical day-to-day problems of control, production, acquisition, utilization, finance, staffing, organization and evaluation for the provision of media and technology in educational enterprises. Additional attention is given to community relationships and special services.

**MEDI 570 DEVELOPING MATERIALS FOR COMPUTER TECHNOLOGY IN TRAINING AND EDUCATION 3**

Design, organization and presentation of subject matter in computer based instruction. Emphasizes user-friendly modes. Includes media insertion, storyboarding, flow design, pseudocoding, and pedagogical control. Investigates authoring systems and languages. Does not include programming training.

**MEDI 610 RESEARCH AND DEVELOPMENT SEMINAR IN INSTRUCTIONAL TECHNOLOGY AND RESOURCES 3**

A seminar on application of research findings to the design and utilization of instructional media and resources. Emphasis is on the extraction of practical utilization based upon research findings.

**MEDI 615 SUPERVISED FIELD EXPERIENCE FOR EDUCATIONAL MEDIA CERTIFICATION 3**

Students are assigned work within an educational media center, operating at the level and in the domain of their professional specialty. They work under an established administrator on some limited function of the position, approved through mutual agreement among the student, the administrator and the college supervisor. This experience is not to be construed as an internship, as it will not encompass the total job description of the media specialist. A written report on the activity will be approved by the administrator and presented to the college supervisor, who will evaluate the total experience.



# SOCIAL SCIENCES

## MASTER OF ARTS DEGREE REQUIREMENTS

The Master of Arts program in Social Sciences is designed to accomplish four main objectives:

1. To provide the opportunity for students to acquire advanced knowledge in one of the major areas of the social sciences and history.
2. To acquaint the student with the interrelatedness of these various fields as well as their relationship to other disciplines.
3. To familiarize students with the particular methodologies and specialized problems of his or her field.
4. To provide students with the background to do creative and independent work both during and after their graduate careers.

Specifically, the program offers advanced study in anthropology, economics, geography, history, sociology, and urban studies. Degree candidates do a major portion of their work and prepare for a final comprehensive examination in one of these concentrations. The program also provides flexibility for interdisciplinary study in certain areas and is designed mainly for students who wish to work toward the degree on a part-time basis.

While teachers seeking to keep up-to-date in their fields or preparing for specialized secondary school subjects will constitute an important segment of the graduate student body, degrees in the social sciences and history are increasingly being pursued by (a) individuals seeking to change fields or professions, (b) individuals planning career advancement, and (c) individuals returning to the academic world after a hiatus of some time. A significant number of graduates of the program have pursued doctoral work successfully at major universities. The program's flexibility has also been utilized to enhance careers in business, government, politics, community service agencies, museum work, urban planning, etc. Student constituencies are able to achieve their respective purposes by following one of the tracks or specializations within the program.

## ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the graduate program at Montclair State, candidates must present an undergraduate record showing a total of at least 30 semester hours in the social sciences and/or history. For candidates with weak undergraduate preparation in the field of concentration, prerequisite courses, not for graduate credit, may be required.

## ANTHROPOLOGY CONCENTRATION

*Graduate Advisor: Dr. Kenneth Brook*

I.	Required Course .....	3
	*ANTH535 Ethnology .....	3
	*Anthropology elective may be substituted for candidates with proper equivalent course experience.	
II.	Anthropology Electives .....	12 - 15
	ANTH 530 Anthropology of Institutional Life .....	3
	ANTH 532 Anthropology of Cities .....	3
	ANTH 536 Cultural Diversity .....	3
	ANTH 537 Responding to Cultural Change .....	3
	ANTH 538 Ethnopsychology .....	3
	ANTH 539 Prehistoric North America .....	3
	ANTH 542 Contract Archaeology .....	3
	ANTH 543 Applied Medical Anthropology .....	3
	ANTH 544 Development Anthropology .....	3
	ANTH 545 Anthropology and International Communication .....	3
	ANTH 547 Woman: A Cross-Cultural Perspective .....	3
	ANTH 601 Independent Anthropological Research .....	3
III.	Related Social/Behavioral Science and/or History Electives .....	6-9
	(Outside concentration area)	
IV.	Free Electives .....	6
V.	Reading Seminar and Comprehensive Examination .....	2
	ANTH 603 Reading Seminar in Anthropology	
	Independent study in preparation for written examination given in March and October. In special cases, candidates may register for Departmental 600, Thesis (4 semester hours) in lieu of the comprehensive examination.	

Minimum: 32 semester hours

### Modified Concentration

(Recommended for students with undergraduate majors or minors in anthropology, or equivalent interdisciplinary backgrounds.)

With the approval of the graduate advisor, qualified students may develop modified concentrations in applied anthropology, cross-cultural studies, or ethnopsychology. Independent Anthropological Research (ANTH 601) and Reading Seminar and Comprehensive Examination (ANTH 603) are required courses for students in this category, together with courses appropriate to student needs and interests.

A maximum of 9 semester hours of senior-graduate courses may be elected with permission of the graduate advisor. Course descriptions may be found in the current undergraduate catalog: e.g.,

ANTH	406	Anthropology of Aging and the Aged
ANTH	410	Field Methods: Visual Anthropology
ANTH	411	Archaeological Field Methods

- ANTH 413 Medical Anthropology  
 ANTH 420 Internship in Anthropology

*Note: For information on the Combined Bachelor and Master of Arts in Practical Anthropology, please refer to Practical Anthropology in the catalog index.*

## ECONOMICS CONCENTRATION

*Graduate Advisor: Dr. Harold D. Flint*

The Master of Arts in Social Science: Economics Concentration provides a study of economic theory within a programmatic framework that emphasizes the importance and interdisciplinary nature of the social sciences. Where appropriate, business oriented applications are developed; however, the primary purpose of the program is to develop a knowledge of economics which enhances the student's understanding of the formulation, evaluation and implementation of public decision making. Although an undergraduate major in Economics is not a prerequisite, candidates must present an undergraduate record with at least 30 semester hours in the social sciences and/or history. Candidates who do not meet minimum requirements may be required to enroll in certain prerequisite courses which do not provide graduate credit. Candidates interested in Economics as an area of concentration should contact the graduate advisor or the chairperson of the department for information.

I.	Required for all but undergraduate Economics majors:	
	ECON 501 Economic Analysis .....	3
II.	Economics Electives .....	12 - 15
	ECON 502 Financial Institutions and Monetary Policy .....	3
	ECON 503 Economic Problems of the Third World .....	3
	ECON 505 Aggregate Economics .....	3
	ECON 508 Economics of Public Management .....	3
	ECON 510 Urban Economics: Problems and Policies .....	3
	ECON 533 Corporations and International Financial Markets .....	3
	ECON 541 Foundations of Contemporary Economic Thought .....	3
	ECON 542 Economic Fluctuations and Forecasting .....	3
	ECON 543 United States and the World Economy .....	3
	ECON 544 Government and Business .....	3
	ECON 545 Economics of Labor .....	3
	ECON 575 Independent Study in Economics .....	1 - 3
	ECON 577 Selected Topics in Economics .....	3
III.	Related Social/Behavioral Science and/or History .....	6 - 9
IV.	Free Electives .....	6
V.	Reading Seminar and Comprehensive Examinations .....	2
	ECON 603 Reading Seminar in Economics	
	Independent study in preparation for written examination given in March and October.	

Minimum: 32 semester hours



## GEOGRAPHY CONCENTRATION

*Graduate Advisor: Dr. Harbans Singh*

It is highly recommended that candidates for the concentration in geography have an undergraduate major or minor in Geography or its equivalent from an accredited college or university. Candidates without this background may be required to make up deficiencies in their undergraduate programs.

		<b>Semester Hours</b>
I.	Required Courses .....	6
	EUGS 520 Landscapes in Transition .....	3
	EUGS 521 Research Methods .....	3
II.	Geography Electives .....	9 - 12
	EUGS 501 Air Resource Management .....	3
	EUGS 502 Problems in Economic Geography .....	3
	EUGS 503 Culture Regions .....	3
	EUGS 504 Pro-Seminar .....	1 - 4
	EUGS 505 Human Environment .....	3
	EUGS 509 Water Resource Management .....	3
	EUGS 510 Urban Systems Analysis .....	3
	EUGS 511 Urban and Regional Planning .....	3
	EUGS 512 Transportation Analysis and Planning .....	3
	EUGS 550 Urban Studies and Policy Analysis .....	3
	EUGS 551 The Metropolitan Economy .....	3
	EUGS 603 Reading Seminar in Geography and Urban Studies .....	2
	EUGS 610 Urban Studies Seminar .....	3

Candidates for the Master of Arts degree may earn 6 semester hours of credit in 400 level or senior year undergraduate courses. Suggested or acceptable courses are as follows:

	EUGS 405 Computer Mapping .....	3
	EUGS 413 Geography of the Middle East .....	3
	EUGS 452 Geohydrology .....	3
	EUGS 409 Urbanization in World Perspective .....	3
	EUGS 423 Cultural and Resource Utilization .....	3
III.	Related Social/Behavioral Science and/or History Electives .....	6 - 9
IV.	Free Electives (outside the area of concentration) .....	6
V.	Reading Seminar and Comprehensive Examination .....	2
	EUGS 603 Reading Seminar in Geogrpahy and Urban Studies	
	Independent study in preparation for written examination given in March and October. Candidates may register for departmental thesis (600) 4 semester hours in lieu of comprehensive examination.	

Minimum: 32 semester hours

## HISTORY CONCENTRATION

*Graduate Advisor: Dr. James P. Keenen III*

		Semester Hours
I.	Required Courses .....	3
	HIST 501 New Interpretations in History .....	3
	or	
	HIST 502 History and the New Social Studies .....	3
II.	History Electives .....	12 - 15
	HIST 501 New Interpretations in History .....	3
	HIST 502 History and the New Social Studies .....	3
	HIST 511 Seminar in American Colonial History .....	3
	HIST 512 The American Revolution, 1763-1787 .....	3
	HIST 513 Problems of the New Nation, 1789-1828 .....	3
	HIST 514 The Crisis of American Nationalism, 1828-1876 .....	3
	HIST 517 Age of Franklin D. Roosevelt .....	3
	HIST 518 Urban History: National Trends in N.J. Cities .....	3
	HIST 519 America Since 1945 .....	3
	HIST 521 Civil War and Revolution in Chinese History .....	3
	HIST 522 Revolutionary Russia, 1905-1921 .....	3
	HIST 523 History of Soviet Diplomacy .....	3
	HIST 525 History of American Labor, 1870-1970 .....	3
	HIST 526 The Industrialization of America, 1865-1900 .....	3
	HIST 529 Europe of the Dictators, 1919-1939 .....	3
	HIST 532 Modernization in Japanese Cultural History .....	3
	HIST 540 Europe as a World Civilization .....	3
	HIST 541 Asian Civilization-Comparative Cultural History .....	3
III.	Related Social/Behavioral Science Electives .....	6 - 9
IV.	Free Electives .....	6
V.	Reading Seminar and Comprehensive Examination .....	2
	HIST 603 Reading Seminar in History	
	Independent study in preparation for written examination given in March and October. In special cases, candidates may register for Departmental 600 Thesis (4 semester hours) in lieu of the comprehensive examination.	

Minimum: 32 semester hours

## SOCIOLOGY CONCENTRATION

*Graduate Advisor: Dr. Candace Clark*

I.	Required Courses .....	6
	SOCI 560 Sociological Theory .....	3
	SOCI 568 Social Research Methods I .....	3
II.	Sociology Electives .....	14-15
	SOCI 500 Introduction to Applied Sociology .....	3
	SOCI 556 Computer Applications in Sociology .....	3
	SOCI 559 Sociology of Deviance .....	3
	SOCI 562 Social Change .....	3
	SOCI 563 Self and Society .....	3
	SOCI 564 Social Planning and Social Policy .....	3
	SOCI 565 Sociology of Youth .....	3
	SOCI 566 The Metropolitan Community .....	3
	SOCI 567 Power and Social Stratification .....	3
	SOCI 569 Social Research Methods II .....	3
	SOCI 570 Independent Projects .....	3
	SOCI 571 Seminar in Applied Sociological Inquiry .....	3
	SOCI 572 Selected Problems in Sociology .....	3
	SOCI 574 Sociology of Ethnic Relations .....	3
	SOCI 576 The Family as an Institution .....	3
	SOCI 577 Sociology of Poverty in the U.S. ....	3
	SOCI 578 Community Resources and Aging .....	3
	SOCI 579 Community Resources and Youth .....	3
	SOCI 581 Sociological Perspectives on Health and Medicine .....	3
	SOCI 582 The Sociology of Health Care Systems .....	3
	SOCI 584 The Sociology of the Criminal Justice System .....	3
	SOCI 585 The Sociology of Police .....	3
	SOCI 587 The Sociology of Juvenile Delinquency .....	3
	SOCI 588 Aging Individual in an Aging Society .....	3
	SOCI 589 Social Epidemiology .....	3
	SOCI 590 Sociology of the Life Course .....	3
	SOCI 591 The Sociology of Unequal Development .....	3
	SOCI 595 Internship in Applied Sociology: Crime and Justice .....	3
	SOCI 596 Internship in Applied Sociology: Aging .....	3
	SOCI 597 Internship in Applied Sociology: Health and Illness .....	3
	SOCI 598 Internship in Applied Sociology: Social Research and Policy .....	3
	SOCI 603 Reading Seminar in Sociology .....	2
III.	Related Social/Behavioral Science and/or History Electives .....	6
IV.	Free Electives .....	6
V.	Comprehensive Examination	

Minimum: 32-33 semester hours

*\*For Master of Arts in Applied Sociology, please refer to catalog index.*



## URBAN STUDIES CONCENTRATION

*Graduate Advisor: Dr. Robert Taylor*

Urban Studies is designed for students who are interested in pursuing a Masters Degree as a part-time student while working full- or part-time. It is geared towards individuals who are seeking professional advancement, career change, or are seeking to enhance their knowledge of practical issues which affect the private workplace and public environment. The program emphasizes an interdisciplinary focus, drawing graduate course work from a wide variety of disciplines.

A holistic and generalist program can be tailored to the individual interests and career options of the student, or the student can opt to pursue coursework in specialty cluster areas.

## CORE REQUIREMENTS

The student is expected to master specific skills and knowledge common to all professional areas of urban studies. These skills include: policy analysis; strategic planning; research methods and computer analysis; and economic analysis.

## GENERALIST PROGRAM

The student can design his/her own coursework program in consultation with the graduate advisor. This program should be specifically designed to meet the unique career objectives of the student.

## DEGREE REQUIREMENTS

The Master of Arts degree in Social Sciences with a concentration in Urban Studies is awarded after the successful completion of 32 credit hours and either a thesis or a comprehensive examination.

I.	Required Courses .....	9
	EUGS 550 Urban Studies and Policy Analysis .....	3
	EUGS 551 The Metropolitan Economy .....	3
	* EUGS 610 Urban Studies Seminar .....	3
	<i>*To be taken only after the candidate has completed EUGS 550, 551 and 9 semester hours of Urban Studies electives.</i>	
II.	Urban Studies Electives .....	9
	EUGS 504 Pro-Seminar .....	1 - 4
	EUGS 510 Urban Systems Analysis .....	3
	EUGS 511 Urban and Regional Planning .....	3
	EUGS 512 Transportation Analysis and Planning .....	3
	* EUGS 521 Research Methods .....	3

ANTH	532	Anthropology of Cities .....	3
ECON	508	Economics of Public Management .....	3
ECON	510	Urban Economics: Problems and Policies .....	3
HIST	518	Urban History: National Trends in North Jersey Cities .....	3
PSYC	553	Urban Psychology .....	3
SOSC	555	Psychological Aspects of Poverty .....	3
SOCI	566	The Metropolitan Community .....	3
SOCI	567	Power and Social Stratification .....	3
SOCI	573	Sociology of the City Sub-Areas .....	3
SOCI	574	Sociology of Cultural and Ethnic Groups .....	3
SOCI	577	Sociology of Poverty in the U.S. ....	3
SOCI	579	Community Resources and Youth .....	3

*\*Recommended*

Candidates for the Master of Arts degree may earn 6 semester hours of credit in 400 level or senior year undergraduate courses. Suggested courses are the following:

EUGS	405	Computer Mapping .....	3
EUGS	427	Housing in America .....	3
EUGS	462	People and Cities: Comparative Urban Studies .....	3
EUGS	411	Problems in Urban Geography .....	3
EUGS	428	Planning for People .....	3
EUGS	460	Urban Planning .....	3

III.	Related Social/Behavioral Sciences and/or History Electives .....	6
IV.	Free Electives .....	6

## SOCIAL SCIENCES

### Anthropology Course Descriptions

#### Semester Hours

#### **ANTH 530 ANTHROPOLOGY OF INSTITUTIONAL LIFE 3**

An analysis of the relationship between culture, society, personality and institutional life. Emphasis is placed on the relationship between formal organizations and public interests.

#### **ANTH 532 ANTHROPOLOGY OF CITIES 3**

A cross-cultural investigation of urbanism and urbanization. Utilizing anthropological monographs, the comparative method will be employed to discover recurrent patterns of adaptation to urban environments.

#### **ANTH 535 ETHNOLOGY 3**

A graduate introduction to the "science of peoples, their cultures and life histories as groups." Ethnographic and ethnological methodology and theory. Primarily for graduate students with limited or no previous course work in cultural anthropology.

#### **ANTH 536 CULTURAL DIVERSITY 3**

Descriptive, historical and theoretical anthropological works provide the basis for studying likenesses and differences among folk and urban cultures, their historic development, and interrelationships between differing aspects of culture.

**ANTH 537 RESPONDING TO CULTURE CHANGE 3**

Emphasis on the dynamics of cultural preservation, transmission, and change. Factors and conditions which retard and/or stimulate culture change are considered in transcultural perspective. A unit of study is devoted to the psycho-cultural consequences of rapid change.

**ANTH 538 ETHNOPSYCHOLOGY 3**

This is an interdisciplinary course on convergencies of theoretical and methodological concepts from anthropology and psychology. There is a cross-cultural focus on the relationship of culture to personality, cognition, stress, mental disorders, and aging. Cross-listed with PSYC 538.

*Prerequisite: Undergraduate work in psychology or anthropology.*

**ANTH 542 CONTRACT ARCHAEOLOGY 3**

The course provides a comprehensive knowledge of cultural resource surveys. Included is the study of the federal and state legislation governing contract archaeology. Other topics include: Ethics, reading engineering plans, interviewing local informants, conducting documentary research and discussing various subsurface testing strategies. To gain practical experience, the student is required to prepare a cultural resource survey.

*Prerequisite: ANTH 205 or instructor's permission.*

**ANTH 543 APPLIED MEDICAL ANTHROPOLOGY 3**

This course surveys selected theoretical and practical problems encountered by applied medical anthropologists in the cross-cultural identification of disease and delivery of health care services. Special emphasis is placed on the role of applied medical anthropologists in local and international health care institutions and programs. The course includes consideration of ethical problems encountered by anthropological practitioners.

*Prerequisite: ANTH 413 or instructor's permission.*

**ANTH 544 DEVELOPMENT ANTHROPOLOGY 3**

A critical review of theories of development with emphasis on anthropological contributions to development debates. Selected case study examination of the role of anthropologists in formulating, executing, and evaluating development programs and projects.

**ANTH 545 ANTHROPOLOGY AND INTERNATIONAL COMMUNICATION 3**

This course provides students with the knowledge of how to apply anthropological concepts to the practical world of international business, diplomacy and service. It focuses on the integration of verbal and nonverbal communication, as well as on cultural and personal values in the context of differences (rather than similarities) between members of different countries/cultures. Emphasis is placed on educating students on how to interact and communicate in new cultural and/or international settings.

**ANTH 547 WOMAN: CROSS-CULTURAL PERSPECTIVE 3**

Physiological and psychological aspects of women studied cross-culturally, and their implications for contemporary society. Morphological and psychological development from conception to death in various cultures; inferences about the roles of women in American society.



**ANTH 601 INDEPENDENT ANTHROPOLOGICAL RESEARCH 3**

Under faculty guidance, the student works independently throughout the academic year on a delimited problem in anthropology. Course includes presentation of proposal, execution and write-up of research, and oral defense of findings.

*Prerequisites: Permission of the graduate advisor and instructor.*

**ANTH 603 READING SEMINAR IN ANTHROPOLOGY 2**

Required of all M.A. candidates concentrating in anthropology. Directed independent study in preparation for 3 hour comprehensive examination.

**Economics Course Descriptions**

**ECON 501 ECONOMIC ANALYSIS 3**

The resource allocation and distribution of income implications of a market-oriented economy operating under various degrees of competition. Also analyzed are the determinants of consumer and market demand and the theoretical cost structure of firms.

**ECON 502 FINANCIAL INSTITUTIONS AND MONETARY POLICY 3**

This course analyzes the structure and functioning of the monetary and financial system. The component parts and the system as a unit will be examined as they interrelate to affect the economy. Topics include commercial banking system, federal reserve system, financial markets, financial intermediaries, determination of the level and structure of interest rates, and contemporary problems, both theoretical and applied, in the area of monetary policy.

*Prerequisite: ECON 501.*

**ECON 503 ECONOMIC PROBLEMS OF THE THIRD WORLD 3**

A survey of major economic problems of the Third World, examination of the economic structure of developing countries and of general theories of economic development, critical evaluation of various policy alternatives for their development, analysis of possible economic relationships between First and Second Worlds with the Third World.

*Prerequisite: ECON 501.*

**ECON 505 AGGREGATE ECONOMICS 3**

This course develops contemporary macroeconomic theories to explain aggregate employment, national income and the levels of interest rates and prices. Along with developing various models, the course examines current research and reviews the economy's recent macroeconomic performance.

*Prerequisite: ECON 501.*

**ECON 508 ECONOMICS OF PUBLIC MANAGEMENT 3**

Application of capital theory in the decision making processes of government and alternative approaches to government project evaluation and important practical issues encountered by state development planners. Specific applications of project analysis in the area of physical and human resource management such as water resource management, public health, and education.

*Prerequisite: ECON 501.*

**ECON 510 URBAN ECONOMICS: PROBLEMS AND POLICY 3**

This course studies the location of economic activities, the growth of cities and the origins of some urban problems in a market economy. Also discussed are the problems of location and congestion due to agglomeration and nonmarket phenomena.

*Prerequisite: ECON 501.*

**ECON 533 CORPORATIONS AND INTERNATIONAL FINANCIAL MARKETS 3**

Discusses the economic theories and problems which confront business institutions when dealing in international financial markets. Analyzes the various market instruments and how a corporation may use them.

*Prerequisite: ECON 501.*

**ECON 541 FOUNDATIONS OF CONTEMPORARY ECONOMIC THOUGHT 3**

Antecedents of current economic theory; economics as a cumulative science; the works of the creative economists; and the uses and limitations of economic theory.

*Prerequisite: ECON 501.*

**ECON 542 ECONOMIC FLUCTUATIONS AND FORECASTING 3**

Theories to account for variations in business activity; macroeconomic models and other forecasting approaches; economic fluctuations in the United States; proposals for reducing fluctuations; Harrod-Domar model and other modern theories of growth.

*Prerequisite: ECON 505.*

**ECON 543 UNITED STATES AND THE WORLD ECONOMY 3**

Principles of international finance, monetary relations and trade. Discussion of contemporary international monetary and trade problems and policies. Discussion of the economic aspects of current American foreign policy.

*Prerequisite: ECON 505.*

**ECON 544 GOVERNMENT AND BUSINESS 3**

The evolution of government influences on the functioning of the American economy; the causes and consequences of government regulation and control, and the importance of economic analysis in the foundation of public policies.

*Prerequisite: ECON 501.*

**ECON 545 ECONOMICS OF LABOR 3**

Principal trends in the industrial and occupational distribution of labor; current developments in labor-management relations in both private and public sectors; market trends and institutional factors that determine employment, wage rates, fringe benefits, and industrial peace.

*Prerequisite: ECON 501.*

**ECON 575 INDEPENDENT STUDY IN ECONOMICS 1 - 3**

Under faculty guidance and supervision, this tutorial course is open to students who wish to pursue individual study and research in a particular discipline.

*Prerequisite: Written permission of the appropriate department chair and the MBA director must be secured prior to enrolling in this course when taken in the MBA program.*

*Written permission of the department chair and the instructor must be secured prior to enrolling in this course when taken in the MA program in Social Science, concentrating in Economics.*

**ECON 577 SELECTED TOPICS IN ECONOMICS 3**

An in-depth study of a selected topic, issue, problem or trend in business economics. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in the course schedule book.

**ECON 603 READING SEMINAR IN ECONOMICS 2**

Required of all masters degree candidates concentrating in Economics. This seminar entails directed independent study in preparation for a 3-hour written comprehensive examination.

**Geography and Urban Studies Course Descriptions**

**EUGS 504 PRO-SEMINAR 1 - 4**

Research on selected problems which will vary according to instructor.

**EUGS 505 HUMAN ENVIRONMENT 3**

Discussion of population in relation to the physical environment; objectives and skills of numerous culture groups will be examined to clarify existing regional variations in the man-land relationship.

**EUGS 509 WATER RESOURCE MANAGEMENT 3**

The spatial patterns of the water resource both as surface water and ground-water. Processes affecting availability and techniques of estimation are stressed.

*Prerequisite: ENVR 501.*

**EUGS 521 RESEARCH METHODS 3**

Advanced research techniques, beginning with census reports, government surveys and reports from other agencies. Field research both cultural and physical, mapping techniques, and the design of appropriate scale and data transformation to familiarize the range of possibilities and the need for careful choice of data and maps. Computer applications in geographic problem solving.

**EUGS 550 URBAN STUDIES AND POLICY ANALYSIS 3**

Interdisciplinary study of urbanization, the processes that produce and shape urban agglomerations. From this holistic perspective the interaction of different social, cultural, economic, political and planning forces examined for their impact upon the resulting system.

**EUGS 551 THE METROPOLITAN ECONOMY 3**

The spacing, location and size of cities, the role of transportation in city rhythms and intra and inner city relationships. Urban design planning juxtaposed with multifaceted decision making processes for an examination of their relative position in the management of urban systems.

**EUGS 603 READING SEMINAR IN GEOGRAPHY  
AND URBAN STUDIES 2**

Required of all master's degree candidates concentrating in geography and urban studies, this semester entails directed independent study in preparation for a 3-hour written comprehensive examination.



## History Course Descriptions

### **HIST 501 NEW INTERPRETATIONS IN HISTORY 3**

Designed to help students keep up to date in the fields of American, European and Non-Western history. Major trends and developments in the study of history in the light of recent representative examples of historical research and interpretation.

*Prerequisite: Open only to history candidates or students with social studies certification.*

### **HIST 502 HISTORY AND NEW SOCIAL STUDIES 3**

Designed to assist teachers, administrators and supervisors in acquiring a comprehensive view of modern materials, methods and curricula in history and the social sciences.

*Prerequisite: Open only to students with social studies certification, or permission of the instructor.*

### **HIST 511 SEMINAR IN AMERICAN COLONIAL HISTORY 3**

This course will examine the forces and conditions of the colonial period which contributed to the shaping of the characteristics of American political and economic institutions, social practices and ideas, intellectual outlooks, and attitudes.

*Prerequisite: Open only to history candidates or students with social studies certification, or permission of the instructor.*

### **HIST 512 AMERICAN REVOLUTION, 1763-1787 3**

The causes and course of the American revolution from both British and American viewpoints, including analysis of economic, political, social and intellectual factors.

### **HIST 513 PROBLEMS-NEW NATION, 1789-1828 3**

The growth of political institutions under the Constitution, the gaining of respect as a new country in the family of nations, the establishment of economic credit, and the rise of American nationalism.

### **HIST 514 THE CRISIS OF AMERICAN NATIONALISM, 1828-1876 3**

The crisis in American nationalism from Jackson through Reconstruction as the country's constitution, party system, and social structure contended with the disruptive effects of territorial expansion, the factory system, slavery and the new immigration.

### **HIST 517 AGE OF FRANKLIN D. ROOSEVELT 3**

An opportunity to study that part of recent American history centering about Franklin Delano Roosevelt. While concentrating on domestic aspects of American life, attention is given also to foreign affairs and their impact on the daily lives of Americans.

*Prerequisite: Open only to history or social science candidates or students with social studies certification.*

### **HIST 518 URBAN HISTORY: NATIONAL TRENDS IN NEW JERSEY CITIES 3**

An advanced survey of the urban dimension in American history and of urban history as a discipline. Late 19th and 20th century national trends are pinpointed within the development of Paterson, Passaic, Jersey City, Newark and their suburbs.

*Prerequisite: Open only to history or social science candidates or students with social studies certification.*

**HIST 519 AMERICA SINCE 1945 3**

This course studies the transformation of the Roosevelt coalition and its liberal policies since 1945 as they faced the challenge of the cold war abroad, and growing class and racial upheaval at home.

**HIST 520 UNITED STATES FAR EASTERN RELATIONS 3**

United States relations with China and Japan, 1842 to the present. The people who formulated and implemented U.S. foreign policy.

**HIST 521 CIVIL WAR AND REVOLUTION IN CHINESE HISTORY, 1911-1949 3**

The transformation of China from empire to Peoples Republic. Chinese concepts of revolution and the intellectual, political and social changes which preceded the formation of the Peoples Republic in 1949.

**HIST 522 REVOLUTIONARY RUSSIA, 1905-1921 3**

The historical forces of the 19th and 20th century Russia which led to the Bolshevik revolution of November, 1917 and to the consolidation of Soviet power by 1921.

**HIST 523 HISTORY OF SOVIET DIPLOMACY 3**

Changes in the ideological determinants of Soviet diplomacy contrasted with fluctuations in internal and external political and economic policies. Contributions of leading Soviet statesmen to diplomatic history.

**HIST 525 HISTORY OF AMERICAN LABOR, 1870-1970 3**

Study of the American worker from the period after the Civil War to the present, with concentration on social, political and economic behavior as well as the union movement.

**HIST 526 THE INDUSTRIALIZATION OF AMERICA, 1865-1900 3**

The causes and nature of the industrialization of the American economy after the Civil War; factors responsible for rapid economic growth; the impact of changing productive techniques on American institutions and human welfare.

*Prerequisite: Open only to history or social science candidates or students with social studies certification.*

**HIST 527 INDUSTRIALIZATION OF EUROPE 3**

European economic development with major attention to the period since about 1750. Comparing economic growth during the 19th and 20th centuries in Britain, France, Germany, Italy and Russia.

**HIST 529 EUROPE OF THE DICTATORS, 1919-1939 3**

The political, social, economic and intellectual developments in the major states of Western Europe during the interwar period, with emphasis on varieties of Fascism.

**HIST 532 MODERNIZATION IN JAPANESE CULTURAL HISTORY 3**

Modernization in East Asia with focus on Japan. Japanese experience in adjusting new world forces of the 19th and 20th centuries considered against the background of her traditional values and institutions. Comparisons with China and Korea.

**HIST 533 FRENCH REVOLUTION AND NAPOLEON 3**

The background of the French Revolution, its changing course and cast of characters during 1789-99, and the advent to power and imperial regime of Napoleon, 1799-1814.

**HIST 534 FRANCE OF THE REPUBLICS 3**

The development of modern France since 1870; political, economic and intellectual conditions and trends through the Third, Fourth and Fifth Republics.

**HIST 537 NINETEENTH CENTURY EUROPEAN INTELLECTUAL HISTORY 3**

Romantic, utilitarian, conservative, liberal and early existential streams of thought in 19th century Europe. The impact of these intellectual movements on European society.

*Prerequisite: Open only to History or Social Science candidates or students with social studies certification.*

**HIST 540 EUROPE AS A WORLD CIVILIZATION 3**

General analysis and reappraisal of the place of Europe in world history. The development, distinctive contributions and future prospects of European civilization examined in the light of contemporary world conditions.

**HIST 541 ASIAN CIVILIZATION - COMPARATIVE CULTURAL HISTORY 3**

Course compares and contrasts central value systems, kinship institutions, social stratification and the exercise of political power in traditional India, China and Japan. These topics are related to differing patterns of nationalism in the 19th and 20th centuries.

**HIST 603 READING SEMINAR IN HISTORY 2**

Required for all master's degree candidates concentrating in History, this seminar entails directed independent study in preparation for a three-hour written comprehensive examination in the area of concentration. Candidates should register to take the seminar in the semester preceding the examination date. Take the seminar in the fall if the examination is the following March; take the seminar in the spring if the examination is the following October.

**Sociology Course Descriptions**

**SOCI 500 INTRODUCTION TO APPLIED SOCIOLOGY 3**

This course will examine the ways in which sociology is applied in various nonacademic settings. Special attention will be given to the impact of sociology upon the policy-making process. The political, ethical and moral dilemmas which confront the applied sociologist will also be explored.

**SOCI 556 COMPUTER APPLICATIONS IN SOCIOLOGY 3**

One of the primary uses of computers in sociology is to summarize, describe and analyze data sets using statistical packages. This course provides hands-on experience in computer data analysis of a variety of sociological data sets. Major techniques to be illustrated include cleaning data, constructing scales, and conducting univariate and multivariate analyses.

*Prerequisite: An undergraduate course in statistics.*



**SOCI 559 SOCIOLOGY OF DEVIANCE 3**

The course will address the practical and political issues of defining, measuring, and responding to social deviance (e.g., mental illness, drug use, etc.). The course will concentrate on the role of formal agencies and institutions that deal with deviance and will examine problems in assessing various policy alternatives (e.g., decriminalization, deinstitutionalization, treatment, etc.).

**SOCI 560 SOCIOLOGICAL THEORY 3**

The practical and philosophical methods of the major sociological theorists are investigated and evaluated.

**SOCI 562 SOCIAL CHANGE 3**

This course will examine the processes of change and development in contemporary societies, (industrial and developing) including technological issues. Social movements, both sacred and secular, will be analyzed for their effect on social structure; and special attention will be paid to revolution as a social, political and cultural phenomenon in the 20th century.

**SOCI 563 SELF AND SOCIETY 3**

The relationships between the human individual and his/her social environment; the formation, maintenance and transformation of self or identity; the structure and processes of small groups; symbolic communication; role theory, cognitive dissonance and inter-group conflict.

**SOCI 564 SOCIAL PLANNING AND SOCIAL POLICY 3**

The many elements and considerations in planning for a community, a state or a nation. The social context of planning; projective techniques; budgets, master plans, development programs and area proposals. The human, the economic, the ecological. Students will be expected to undertake a social planning project. A basic knowledge of statistics and the use of statistical data is desirable.

**SOCI 565 SOCIOLOGY OF YOUTH 3**

Socialization processes acting upon young people; the role of family, neighborhood, school and community; the effects of failures in these socializing agencies; changing relations among age grades; quantitative studies of the culture of youth with comparisons to other age grades.

**SOCI 566 THE METROPOLITAN COMMUNITY 3**

The many dimensions of the metropolitan community: human factors, problems an area faces, political difficulties, interaction between the center city and the other parts of the community. Emphasis on New York-New Jersey.

**SOCI 567 POWER AND SOCIAL STRATIFICATION 3**

This course will analyze the role of class, status and power in industrial society, and consider the relationship between issues of social stratification and social environment.

**SOCI 568 SOCIAL RESEARCH METHODS I 3**

This course will engage students in the research process from conceptualization to study design, data collection, and analysis. Specific methods covered are surveys, observation, focus groups, and secondary data analysis. Program evaluation and policy relevance will be stressed.

**SOCI 569 SOCIAL RESEARCH METHODS II 3**

Continuation of Social Research Methods I. The elements of method included are coding techniques, analysis and scientific report writing.

**SOCI 570 INDEPENDENT PROJECTS 3**

Student investigates a topic of sociological relevance under the guidance of a faculty member.

*Prerequisite: By permission of instructor.*

**SOCI 571 SEMINAR IN APPLIED SOCIOLOGICAL INQUIRY 3**

Further develops competencies for the critical assessment of sociological literature, as it pertains to the formulation of research strategies for policy analysis and evaluation. Intensive study of a number of readings on applied areas of sociological concern. The Comprehensive Project based on the Internship experience is written up during this course.

**SOCI 572 SELECTED PROBLEMS IN SOCIOLOGY 3**

The intensive exploration of a general problem in sociology. Participants contribute research into an aspect of the problem. Formed at the initiative of a department member or in response to student's interest with consent of the instructor.

**SOCI 574 SOCIOLOGY OF ETHNIC RELATIONSHIPS 3**

This course will analyze relationships among ethnic groups, and evaluate the causes, consequences and resolution of ethnic conflict. It will also consider the various policy implications of discrimination in institutional contexts.

**SOCI 576 THE FAMILY AS AN INSTITUTION 3**

This course will examine the family system in the West from both historical and contemporary perspectives. It will consider the implications of recent research on changing role structure and cultural values regarding marriage, and problems of adaptation in current family systems (e.g., dual-earner marriages, single-parent families, adolescent sexuality, family abuse, divorce and remarriage).

**SOCI 577 SOCIOLOGY OF POVERTY IN THE UNITED STATES 3**

This course examines major contemporary definitions and ideologies of poverty and public welfare, and considers the extent and patterns of distribution of poverty. Alternative socio-economic explanations of poverty and their implications for policy will be assessed, and problem-solving aspects of program and policy research analyzed.

**SOCI 578 COMMUNITY RESOURCES AND AGING 3**

This course examines resources for the aging within their communities. Additionally, it will acquaint students with services provided by public and private agencies and relevant federal and state legislation.

**SOCI 579 COMMUNITY RESOURCES AND YOUTH 3**

Resources for the healthy as well as the deviant child, in the family and neighborhood, in addition to services provided by public and private agencies; relevant federal and state legislation.

**SOCI 581 SOCIOLOGICAL PERSPECTIVES ON HEALTH AND MEDICINE 3**

This course will introduce the student to the interesting and complex relationships that exist between society, health and health care. Class lecture discussions will focus on the connections between social structure, the quality of the physical and social environment and health. Special attention will be given to work environments. This course will also deal with the effects of social factors on the experience of one's body, the perception of disease and on the construction of medical knowledge.

**SOCI 582 THE SOCIOLOGY OF HEALTH CARE SYSTEMS 3**

This course will focus on the relationship between the social structure of medical institutions, professional values, the socialization of health professionals and health care. The social context for the emergence of the modern medical profession, technology and knowledge will be considered along with contemporary social trends in Western industrialized societies such as the increasing medicalization of life. The implications of these trends for social policy and a cross-cultural analysis of healers and health care will be considered.

**SOCI 584 THE SOCIOLOGY OF THE CRIMINAL JUSTICE SYSTEM 3**

This course examines the criminal justice system (the police, the courts, correctional institutions, probation and parole) and considers its manifest and latent functions. It explores sociologically the ways in which offenders are selected, processed and treated, and offers a view of the system from both occupational and experiential perspectives.

**SOCI 585 THE SOCIOLOGY OF POLICE 3**

The course will examine the urban police organization from diverse sociological perspectives. Subjects include the origin and function of the police, social organization of policing, police and the community, police discretion, police use of force, police corruption, and police stress. Police professionalization and social change in status, gender, and race relations within the organization will be examined in terms of their impact on policing the public. Various policy recommendations to improve the relations between the police and the community and to reduce police corruption and violence will be discussed.

**SOCI 587 THE SOCIOLOGY OF JUVENILE DELINQUENCY 3**

This course will introduce students to the major sociological theories of juvenile delinquency from both etiological and treatment perspectives. Of particular concern is the relationship between juvenile crime and the larger culture. Topics to be explored include juvenile crime in industrial society; delinquency and the school experience; juvenile crime and adolescent development; the family and delinquency; class, ethnicity, gender; and the juvenile justice system, with an emphasis on treatment programs and facilities.

**SOCI 588 AGING INDIVIDUALS IN AN AGING SOCIETY 3**

This course examines the social causes of the "elder boom" as well as its consequences for family, education, the economy, politics and religion.



**SOCI 589 SOCIAL EPIDEMIOLOGY 3**

Social epidemiology is the study of social factors in the development of disease. This course examines these social factors with particular emphasis upon the relationship of power, stratification, social environment and stress. Other social factors (such as social status, gender, age, race, ethnicity, population, religion, and familial characteristics) in the chain of illness causality will also be examined. Students will explore how epidemiology is used to evaluate health-care needs and plan health-care programs.

**SOCI 590 SOCIOLOGY OF THE LIFE COURSE 3**

This course addresses societal responses to individuals passing through stages of the life cycle: childhood, adolescence, middle age, and later life. It will explore the experience of aging and the social policies and institutions which shape that experience.

**SOCI 591 THE SOCIOLOGY OF UNEQUAL DEVELOPMENT 3**

This course will provide an analysis of the major sociological approaches to understanding the relations between societies at different levels of economic development, and the consequences of these relationships. Relationships between social institutions in the first and third worlds will be discussed.

**SOCI 595 INTERNSHIP IN APPLIED SOCIOLOGY: 3**  
**CRIME AND JUSTICE**

Students will select an institution dealing with an aspect of crime and justice in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement, as soon as possible, preferably before the course begins.

**SOCI 596 INTERNSHIP IN APPLIED SOCIOLOGY: 3**  
**AGING**

Student will select an institution dealing with an aspect of aging in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement, as soon as possible, preferably before the course begins.

**SOCI 597 INTERNSHIP IN APPLIED SOCIOLOGY: 3**  
**HEALTH AND ILLNESS**

Student will select an institution dealing with an aspect of health and illness in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement, as soon as possible, preferably before the course begins.

**SOCI 598 INTERNSHIP IN APPLIED SOCIOLOGY: 3**  
**SOCIAL RESEARCH AND POLICY**

Student will select an institution dealing with an aspect of social research and policy in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement, as soon as possible, preferably before the course begins.

**SOCI 603 READING SEMINAR IN SOCIOLOGY 2**

May be taken by master's candidates concentrating in sociology prior to the comprehensive examination. The seminar will focus on general theoretical and methodological material and relevant readings in the student's particular area of sociology.

# SOCIOLOGY

*Chairperson: Dr. Laura Kramer*

*Graduate Advisor: Dr. Candace Clark*

## MASTER OF ARTS IN APPLIED SOCIOLOGY

The Master of Arts in Applied Sociology is designed to prepare master's candidates for nonacademic careers in the areas of policy development and research. Graduates may work in the public or private sectors in such fields as family planning, AIDS, homelessness, education, medical sociology, divorce law, and the like. The program will also prepare students for doctoral training in Applied Sociology or related fields such as public health, criminal justice, gerontology, and demography.

## ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the graduate program at Montclair State, candidates must present an undergraduate record showing a total of at least 30 semester hours in the social sciences and/or history. Because the required course in Computer Applications in Applied Sociology carries a prerequisite of at least one undergraduate course in statistics, students without this background may be required to complete a statistics course, not for graduate credit. For candidates with weak undergraduate preparation in the field of concentration, other prerequisite courses, not for graduate credit, may be required.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN APPLIED SOCIOLOGY

I.	Required Courses .....	21
	SOCI 500 Introduction to Applied Sociology .....	3
	SOCI 556 Computer Applications in Sociology .....	3
	SOCI 560 Sociological Theory .....	3
	SOCI 564 Social Planning and Social Policy .....	3
	SOCI 568 Social Research Methods I .....	3
	SOCI 595 - An Internship in Applied Sociology .....	3
	598 .....	
	SOCI 571 Seminar in Applied Sociological Inquiry .....	3
II.	Sociology Electives .....	9-12
	SOCI 559 Sociology of Deviance .....	3
	SOCI 562 Social Change .....	3
	SOCI 563 Self and Society .....	3
	SOCI 565 Sociology of Youth .....	3
	SOCI 566 The Metropolitan Community .....	3
	SOCI 567 Power and Social Stratification .....	3
	SOCI 569 Social Research Methods II .....	3



SOCI 570	Independent Projects .....	3
SOCI 572	Selected Problems in Sociology .....	3
SOCI 574	Sociology of Ethnic Relations .....	3
SOCI 576	The Family as an Institution .....	3
SOCI 577	Sociology of Poverty in the U.S. ....	3
SOCI 578	Community Resources and Aging .....	3
SOCI 579	Community Resources and Youth .....	3
SOCI 581	Sociological Perspectives on Health and Medicine .....	3
SOCI 582	The Sociology of Health Care Systems .....	3
SOCI 584	The Sociology of the Criminal Justice System .....	3
SOCI 585	The Sociology of Police .....	3
SOCI 587	The Sociology of Juvenile Delinquency .....	3
SOCI 588	Aging Individual in an Aging Society .....	3
SOCI 589	Social Epidemiology .....	3
SOCI 590	Sociology of the Life Course .....	3
SOCI 591	The Sociology of Unequal Development .....	3
III.	Related Electives (outside Sociology) .....	3-6
	(Selected with approval of graduate advisor)	

Minimum: 36 semester hours

## Comprehensive Project

A Master's Project, centered on an internship placement, is also required. Each student will choose a field placement in which to work as an applied-sociologist-in-training. During the Internship, the student will begin the required Master's Project, an analysis of some aspect or aspects of the field setting. Students will continue work on their Master's Projects in the Seminar in Applied Sociology, where they will receive input and advice from other students and from faculty members.

## SOCIOLOGY

### Course Descriptions

	Semester Hours
<b>SOCI 500 INTRODUCTION TO APPLIED SOCIOLOGY</b>	<b>3</b>
This course will examine the ways in which sociology is applied in various nonacademic settings. Special attention will be given to the impact of sociology upon the policy-making process. The political, ethical and moral dilemmas which confront the applied sociologist will also be explored.	
<b>SOCI 556 COMPUTER APPLICATIONS IN SOCIOLOGY</b>	<b>3</b>
One of the primary uses of computers in sociology is to summarize, describe and analyze data sets using statistical packages. This course provides hands-on experience in computer data analysis of a variety of sociological data sets. Major techniques to be illustrated include cleaning data, constructing scales, and conducting univariate and multivariate analyses.	
<i>Prerequisite: An undergraduate course in statistics.</i>	

**SOCI 559 SOCIOLOGY OF DEVIANCE 3**

The course will address the practical and political issues of defining, measuring, and responding to social deviance (e.g., mental illness, drug use, etc.). The course will concentrate on the role of formal agencies and institutions that deal with deviance and will examine problems in assessing various policy alternatives (e.g., decriminalization, deinstitutionalization, treatment, etc.).

**SOCI 560 SOCIOLOGICAL THEORY 3**

The practical and philosophical methods of the major sociological theorists are investigated and evaluated.

**SOCI 562 SOCIAL CHANGE 3**

This course will examine the processes of change and development in contemporary societies, (industrial and developing) including technological issues. Social movements, both sacred and secular, will be analyzed for their effect on social structure; and special attention will be paid to revolution as a social, political and cultural phenomenon in the 20th century.

**SOCI 563 SELF AND SOCIETY 3**

The relationships between the human individual and his/her social environment; the formation, maintenance and transformation of self or identity; the structure and processes of small groups; symbolic communication; role theory, cognitive dissonance and inter-group conflict.

**SOCI 564 SOCIAL PLANNING AND SOCIAL POLICY 3**

The many elements and considerations in planning for a community, a state or a nation. The social context of planning; projective techniques; budgets, master plans, development programs and area proposals. The human, the economic, the ecological. Students will be expected to undertake a social planning project. A basic knowledge of statistics and the use of statistical data is desirable.

**SOCI 565 SOCIOLOGY OF YOUTH 3**

Socialization processes acting upon young people; the role of family, neighborhood, school and community; the effects of failures in these socializing agencies; changing relations among age grades; quantitative studies of the culture of youth with comparisons to other age grades.

**SOCI 566 THE METROPOLITAN COMMUNITY 3**

The many dimensions of the metropolitan community: human factors, problems an area faces, political difficulties, interaction between the center city and the other parts of the community. Emphasis on New York-New Jersey.

**SOCI 567 POWER AND SOCIAL STRATIFICATION 3**

This course will analyze the role of class, status and power in industrial society, and consider the relationship between issues of social stratification and social environment.

**SOCI 568 SOCIAL RESEARCH METHODS I 3**

This course will engage students in the research process from conceptualization to study design, data collection, and analysis. Specific methods covered are surveys, observation, focus groups, and secondary data analysis. Program evaluation and policy relevance will be stressed.

**SOCI 569 SOCIAL RESEARCH METHODS II 3**

Continuation of Social Research Methods I. The elements of method included are coding techniques, analysis and scientific report writing.

**SOCI 570 INDEPENDENT PROJECTS 3**

Student investigates a topic of sociological relevance under the guidance of a faculty member.

*Prerequisite: By permission of instructor.*

**SOCI 571 SEMINAR IN APPLIED SOCIOLOGICAL INQUIRY 3**

Further develops competencies for the critical assessment of sociological literature, as it pertains to the formulation of research strategies for policy analysis and evaluation. Intensive study of a number of readings on applied areas of sociological concern. The Comprehensive Project based on the Internship experience is written up during this course.

**SOCI 572 SELECTED PROBLEMS IN SOCIOLOGY 3**

The intensive exploration of a general problem in sociology. Participants contribute research into an aspect of the problem. Formed at the initiative of a department member or in response to student's interest with consent of the instructor.

**SOCI 574 SOCIOLOGY OF ETHNIC RELATIONSHIPS 3**

This course will analyze relationships among ethnic groups, and evaluate the causes, consequences and resolution of ethnic conflict. It will also consider the various policy implications of discrimination in institutional contexts.

**SOCI 576 THE FAMILY AS AN INSTITUTION 3**

This course will examine the family system in the West from both historical and contemporary perspectives. It will consider the implications of recent research on changing role structure and cultural values regarding marriage, and problems of adaptation in current family systems (e.g., dual-earner marriages, single-parent families, adolescent sexuality, family abuse, divorce and remarriage).

**SOCI 577 SOCIOLOGY OF POVERTY IN THE UNITED STATES 3**

This course examines major contemporary definitions and ideologies of poverty and public welfare, and considers the extent and patterns of distribution of poverty. Alternative socio-economic explanations of poverty and their implications for policy will be assessed, and problem-solving aspects of program and policy research analyzed.

**SOCI 578 COMMUNITY RESOURCES AND AGING 3**

This course examines resources for the aging within their communities. Additionally, it will acquaint students with services provided by public and private agencies and relevant federal and state legislation.

**SOCI 579 COMMUNITY RESOURCES AND YOUTH 3**

Resources for the healthy as well as the deviant child, in the family and neighborhood, in addition to services provided by public and private agencies; relevant federal and state legislation.



**SOCI 581 SOCIOLOGICAL PERSPECTIVES ON HEALTH AND MEDICINE 3**

This course will introduce the student to the interesting and complex relationships that exist between society, health and health care. Class lecture discussions will focus on the connections between social structure, the quality of the physical and social environment and health. Special attention will be given to work environments. This course will also deal with the effects of social factors on the experience of one's body, the perception of disease and on the construction of medical knowledge.

**SOCI 582 THE SOCIOLOGY OF HEALTH CARE SYSTEMS 3**

This course will focus on the relationship between the social structure of medical institutions, professional values, the socialization of health professionals and health care. The social context for the emergence of the modern medical profession, technology and knowledge will be considered along with contemporary social trends in Western industrialized societies such as the increasing medicalization of life. The implications of these trends for social policy and a cross-cultural analysis of healers and health care will be considered.

**SOCI 584 THE SOCIOLOGY OF THE CRIMINAL JUSTICE SYSTEM 3**

This course examines the criminal justice system (the police, the courts, correctional institutions, probation and parole) and considers its manifest and latent functions. It explores sociologically the ways in which offenders are selected, processed and treated, and offers a view of the system from both occupational and experiential perspectives.

**SOCI 585 THE SOCIOLOGY OF POLICE 3**

The course will examine the urban police organization from diverse sociological perspectives. Subjects include the origin and function of the police, social organization of policing, police and the community, police discretion, police use of force, police corruption, and police stress. Police professionalization and social change in status, gender, and race relations within the organization will be examined in terms of their impact on policing the public. Various policy recommendations to improve the relations between the police and the community and to reduce police corruption and violence will be discussed.

**SOCI 587 THE SOCIOLOGY OF JUVENILE DELINQUENCY 3**

This course will introduce students to the major sociological theories of juvenile delinquency from both etiological and treatment perspectives. Of particular concern is the relationship between juvenile crime and the larger culture. Topics to be explored include juvenile crime in industrial society; delinquency and the school experience; juvenile crime and adolescent development; the family and delinquency; class, ethnicity, gender, and the juvenile justice system, with an emphasis on treatment programs and facilities.

**SOCI 588 AGING INDIVIDUALS IN AN AGING SOCIETY 3**

This course examines the social causes of the "elder boom" as well as its consequences for family, education, the economy, politics and religion.

**SOCI 589 SOCIAL EPIDEMIOLOGY 3**

Social epidemiology is the study of social factors in the development of disease. This course examines these social factors with particular emphasis upon the relationship of power, stratification, social environment and stress. Other social factors (such as social status, gender, age, race, ethnicity, population, religion, and familial characteristics) in the chain of illness causality will also be examined. Students will explore how epidemiology is used to evaluate health-care needs and plan health-care programs .

**SOCI 590 SOCIOLOGY OF THE LIFE COURSE 3**

This course addresses societal responses to individuals passing through stages of the life cycle: childhood, adolescence, middle age, and later life. It will explore the experience of aging and the social policies and institutions which shape that experience.

**SOCI 591 THE SOCIOLOGY OF UNEQUAL DEVELOPMENT 3**

This course will provide an analysis of the major sociological approaches to understanding the relations between societies at different levels of economic development, and the consequences of these relationships. Relationships between social institutions in the first and third worlds will be discussed.

**SOCI 595 INTERNSHIP IN APPLIED SOCIOLOGY: 3**  
**CRIME AND JUSTICE**

Students will select an institution dealing with an aspect of crime and justice in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement, as soon as possible, preferably before the course begins.

**SOCI 596 INTERNSHIP IN APPLIED SOCIOLOGY: 3**  
**AGING**

Student will select an institution dealing with an aspect of aging in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement, as soon as possible, preferably before the course begins.

**SOCI 597 INTERNSHIP IN APPLIED SOCIOLOGY: 3**  
**HEALTH AND ILLNESS**

Student will select an institution dealing with an aspect of health and illness in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement, as soon as possible, preferably before the course begins.

**SOCI 598 INTERNSHIP IN APPLIED SOCIOLOGY: 3**  
**SOCIAL RESEARCH AND POLICY**

Student will select an institution dealing with an aspect of social research and policy in the metropolitan area in which to become a participant-observer. Application of sociological perspective to the problems and structure of institutions is developed, under the supervision of a faculty member. Students should get faculty supervisor's approval of placement, as soon as possible, preferably before the course begins.

# SPANISH

*Chairperson: Dr. John A. Zahner*

*Graduate Advisor: Dr. Joanne Engelbert*

The MA program in Spanish offers students a wide array of courses in Spanish and Spanish American literature as well as in advanced studies of the Spanish language and literary theory. The program prepares students for careers in research and teaching and provides a cultural and linguistic base from which students can explore career options in interpreting, translating, diplomatic service, editorial work, social services, commerce and business. The Master of Arts degree also opens opportunities for students to teach in colleges and universities and to pursue doctoral programs at major institutions.

## ADMISSION REQUIREMENTS

The Master of Arts program in Spanish is open to students who hold a bachelor's degree with an undergraduate major in Spanish or who have completed 24-semester hours of Spanish on the undergraduate level or the equivalent. Students must take the Graduate Record Examination aptitude test prior to acceptance into the program.

Students who hold a bachelor's degree or its equivalent may enroll in graduate courses without obligation to follow a master's degree program, if they have 24 semester hours or the equivalent in Spanish.

## REQUIREMENTS FOR THE MASTER OF ARTS DEGREE IN SPANISH

- |      |   |    |
|------|---|----|
| I.   | Required Course: Select one of the following .....  | 3  |
|      | SPAN 504 Introduction to Literary Theory .....  | 3  |
|      | SPAN 505 History of the Spanish Language .....  | 3  |
| II.  | Peninsular Area .....   | 12 |
|      | One course from each of 4 designated areas  |    |
| III. | Spanish-American Area .....   | 12 |
|      | One course from each of 4 designated areas  |    |
| IV.  | Electives .....   | 9  |
|      | A minimum of three additional courses from the departmental offerings.  |    |
| V.   | Comprehensive Examination.  |    |
|      | The candidate for the MA degree will apply to the graduate advisor for the comprehensive examination one semester prior to the desired examination date or one semester prior to fulfilling all course requirements if option is to write a thesis. |    |

Minimum: 36 semester hours

For further details see the graduate advisor.



# SPANISH

## Course Descriptions

	Semester Hours
<b>SPAN 501 ADVANCED STUDIES IN THE SPANISH LANGUAGE</b>	<b>3</b>
The course provides students with the tools of stylistic analysis in order to enhance their appreciation of literary texts and to improve their own writing skills. It will acquaint the students with the principles of contrastive analysis to give them greater control over the structures of Spanish.	
<b>SPAN 504 INTRODUCTION TO LITERARY THEORY</b>	<b>3</b>
This course will provide an overview and analysis of major approaches to contemporary literary criticism. Theoretical texts representative of the different schools of criticism will be examined in order to define and understand the uniqueness of each methodology. Short works of fiction will be integrated with the theoretical texts to enable students to apply theory to practice and to engage in various readings of the same literary work.	
<b>SPAN 505 HISTORY OF SPANISH LANGUAGE</b>	<b>3</b>
The Spanish language from its origins to the present. Phonological, structural and lexical evolution from vulgar Latin, following the process of transformation from its first documentary appearance.	
<b>SPAN 516 MEDIEVAL SPANISH LITERATURE TO XVTH CENTURY</b>	<b>3</b>
The outstanding prose and poetry of Spain from the XIth century to the XVth century paying attention to the peculiar three-cultured society of the period.	
<b>SPAN 522 THEATER OF THE GOLDEN AGE</b>	<b>3</b>
Structural and thematic study of the <i>Comedia</i> through readings and discussions of representative plays of the period including Lope, Tirso, Calderón, Alarcón and Moreto.	
<b>SPAN 523 PROSE AND POETRY OF THE GOLDEN AGE</b>	<b>3</b>
Critical readings of the picaresque and pastoral novels, the humanistic writing of Luis Vives, Alfonso and Juan Valdés, and Gracián. Textual analysis of the poetry of the Renaissance and Baroque from Garcilaso to Quevedo.	
<b>SPAN 524 CERVANTES</b>	<b>3</b>
The prose writings and drama of Cervantes focusing on his unique artistic achievement. Readings of <i>El Quijote</i> , <i>Novelas ejemplares</i> , <i>Persiles y Segismunda</i> , his <i>comedias</i> and <i>entremeses</i> .	
<b>SPAN 525 ENLIGHTENMENT AND ROMANTICISM</b>	<b>3</b>
The erudition of the Enlightenment as symbolized by Feijoo, Jovellanos; neoclassicism; the romantic movement exemplified by Larra, el Dugue de Rivas, Espronceda, García Gutiérrez, Zorrilla, Alarcón, Costumbrismo.	
<b>SPAN 526 REALISM IN SPAIN</b>	<b>3</b>
An examination of the development of the realistic novel in Spain in the 19th century as seen through the works of such authors as Fernán Caballero, Valera, Pardo Bazán, Clarín and the master novelist of the period Pérez Galdós.	

**SPAN 527 THE GENERATION OF 98 3**

An examination of major works of the generation of writers whose intellectual development coincides with the defeat of Spain in the Spanish-American War of 1898. Attitudes toward Spanish reality, culture, philosophy and art will be explored in the writings of Unamuno, Valle Inclán, Baroja, Azorín, Machado and others.

**SPAN 530 SPANISH CULTURAL HISTORY 3**

A study of the formation and the nature of Spanish civilization through an investigation of the political, social and cultural trends, and influences on the Iberian Peninsula from prehistoric times to the present.

**SPAN 533 CONTEMPORARY SPANISH THEATRE 3**

Representative plays from Benavente to Sastre are read and analyzed. Critical study of the evolution of theater in light of style, technique and thought of these playwrights.

**SPAN 534 SPANISH PROSE OF 20TH CENTURY 3**

An analysis of the novels of contemporary Spanish writers whose novels appeared following the Spanish Civil War in 1939. The development of the contemporary novel from social realism and objectivism to experimental techniques and subjectivism will be examined through the works of such authors as Cela, Delibes, Marse, Martín Santos, Goytisolo, Martín Gaité, Matute, Moix and others.

**SPAN 535 CONTEMPORARY SPANISH POETRY 3**

Unamuno, Machado, Jiménez and poetry of the generation of "27." Selective readings of younger poets of today. Emphasis on textual analysis.

**SPAN 540 COLONIAL SPANISH-AMERICAN LITERATURE 3**

Study of pre-Columbian literature, followed by analysis of the chronicles of discovery and exploration and major works of colonial poetry, prose and theatre.

**SPAN 541 SPANISH-AMERICAN LITERATURE OF THE 19TH CENTURY 3**

Critical evaluation of prose and poetry from neoclassicism to naturalism and realism. Special emphasis will be given to the development of specific genres such as "Literatura Gauchesca" and the essay.

**SPAN 542 SPANISH-AMERICAN NOVEL OF THE TWENTIETH CENTURY 3**

Study of the aesthetic novels of "Modernismo"; novels of the Mexican Revolution; the psychological novel; and the novel of the land and of social reform.

**SPAN 543 SPANISH-AMERICAN THEATRE OF THE TWENTIETH CENTURY 3**

New trends in the Spanish-American theatre: the theatre of the absurd, the theatre of cruelty and the theatre of fantasy. Critical analysis of representative works of these genres.

**SPAN 546 MODERNISMO IN SPANISH AMERICA 3**

Critical evaluation of the "Modernista" movement in Spanish-American poetry and prose. Genesis, techniques, characteristics and principal writers of the movement.

- SPAN 548 CONTEMPORARY SPANISH-AMERICAN NOVEL 3**  
 A critical examination of representative examples of the Spanish-America novel from the “boom” to the “post-boom.”  
*Prerequisite: SPAN 542.*
- SPAN 549 CONTEMPORARY SPANISH-AMERICAN SHORT STORY 3**  
 The contemporary short story from the post “Modernista” period to the present time. Critical evaluation and analysis of representative works.
- SPAN 551 CONTEMPORARY SPANISH-AMERICAN POETRY 3**  
 Individual works of poetry as autonomous linguistic and artistic creations and as part of a general renaissance in culture. Post-modernism, vanguardism and post-vanguardism.
- SPAN 560 TOPICS IN SPANISH AND SPANISH-AMERICAN LITERATURE 3**  
 Selected specialized topics, either of a period, genre, or particular author, in Spanish or Spanish-American literature. Topic will change with each offering. Majors only.
- SPAN 603 RESEARCH 3**  
 Course is designed to provide an opportunity for graduate students in Spanish to investigate and apply techniques of research. Students will write a major paper in the area of their field of specialization.  
*Prerequisite: Completion of at least 15 hours in the major field of specialization.*



# SPEECH AND THEATRE

*Acting Chairperson: Dr. Suzanne Trauth*

*Graduate Advisor: Dr. Suzanne Trauth*

The Master of Arts degree in Speech and Theatre is designed to enhance the development of already existing skills in speech communication, broadcasting, or theatre. The program is structured to emphasize both the theoretical and practical approaches in communication and theatre, and to allow for original research and creative projects. Special attention is paid to the literature and history of each area of concentration, and to the respective academic and professional skills necessary to become a practitioner of the selected discipline. The course sequence and content are designed to strengthen research, performance, production, and to prepare those who wish to pursue a profession in media and arts related areas. The Master of Arts degree is also ideally suited for those who plan to continue in a program of doctoral studies. Concentrations are available in Communication Arts or Theatre.

## ADMISSION REQUIREMENTS

Students wishing to matriculate as Speech and Theatre majors must have completed an undergraduate major or the equivalent from one of the following areas: theatre, oral interpretation, broadcasting, speech communication, or media. It is assumed that most of this work will have been in the area selected for graduate concentration. Some students may need to improve their preparatory backgrounds through undergraduate courses for which graduate credit is not given.

## REQUIREMENTS FOR THE MASTER OF ARTS IN SPEECH AND THEATRE

### CONCENTRATION IN COMMUNICATION ARTS

The candidate must complete all five parts of the requirements for the degree as detailed below.

		Semester Hours
I.	Core Courses .....	6
	* STSP 501 Survey of Research Methods .....	3
	* STSP 534 Graduate Readings in Speech and Theatre .....	3
II.	Required Courses within the concentration .....	15
	* STBD 510 Television Production I .....	3
	* STBD 582 Techniques of Broadcast Communication .....	3
	* STSP 526 Theories of Human Communication .....	3
	* STBD 511 Television Production II .....	3
	or	
	* STSP 536 Seminar in Persuasion .....	3

* STBD599	Independent Study .....	3
or		
* STSP 599	Independent Study .....	3
III.	Elective Courses within the department .....	6
In consultation with the graduate advisor, the candidate should select those courses most appropriate to the development of the candidate's interest. Among those to consider:		
* STBD580	Internship: Communication Arts .....	3 - 7
* STBD581	The Broadcast Media and Mass Culture .....	3
* STBD585	Proseminar in Broadcasting .....	3
* STSP 560	Internship: Communication Arts .....	3 - 7
* STSP 565	Advanced Oral Interpretation .....	3
or		
* STSP 600	Thesis .....	6
IV.	Non-Departmental Electives .....	6
Courses to be selected in allied fields outside the department.		
Total semester hours: 33		
V.	Comprehensive Examination	
It is recommended that this written examination on department studies (offered in March and October) be taken after 24 or more semester hours have been completed.		

## CONCENTRATION IN THEATRE

The Candidate must complete all five parts of the requirements for the degree as detailed below:

		Semester Hours
I.	Core Courses .....	6
	* STSP 501 Survey of Research Methods .....	3
	* STSP 534 Graduate Readings in Speech and Theatre .....	3
II.	Required Courses within the concentration .....	15
	* STTH511 Forms of Tragedy .....	3
	* STTH512 Forms of Comedy .....	3
	* STTH513 Modern and Contemporary Theatre History .....	3
	* STTH525 Advanced Acting Workshop .....	3
	* STTH599 Independent Study .....	3
III.	Elective Courses within the department .....	6
In consultation with the graduate advisor the candidate should select those courses most appropriate to the development of the candidate's interest. Among those to consider:		
	* STTH504 Contemporary Theatre Practice .....	3
	* STTH508 Internship in Dramatic Production .....	3
	* STTH514 Non-Western Drama and Theatre .....	3
	* STTH517 Theatre Criticism .....	3
	* STTH535 Advanced Directing Workshop .....	3

* STTH545	Scenic Design I: The Legitimate Theatre .....	3
* STTH546	Scenic Design II: The Performing Arts .....	3
* STTH554	Stage Lighting and Design .....	3
* STTH575	Seminar in Costume Design and Construction .....	3
* STTH580	Theatre Management .....	3
* STSP 565	Advanced Oral Interpretation .....	3
or		
* STSP 600	Thesis .....	6
IV.	Non-Departmental Electives .....	6
Courses to be selected in allied fields outside the department		
Total semester hours: 33		
V.	Comprehensive Examination	
It is recommended that this written examination on department studies (offered in March and October) be taken after 24 or more semester hours have been completed.		
<i>*A technical course may be substituted by those interested in technical theatre.</i>		

## BROADCASTING, SPEECH COMMUNICATION, DANCE AND THEATRE

### Course Descriptions

	Semester Hours
<b>STBD 500 INDEPENDENT STUDY—SPEECH AND THEATRE</b>	<b>1 - 3</b>
The undertaking of course work in one of the regularly listed catalog courses of the department of Broadcasting, Speech Communication, Dance and Theatre in a depth greater than that normally pursued in the course. Students will arrange the nature of the work with the instructor prior to the second meeting of the course. Written permission must be obtained from the graduate advisor for Broadcasting, Speech Communication, Dance and Theatre prior to registration. Independent study may be elected more than once during the graduate program.	
<b>STBD 510 TELEVISION PRODUCTION I</b>	<b>3</b>
Insight and experience in the production of in-studio programs for television. Attention on commercial production, news, interviews, demonstrations, lighting and graphics. <i>Prerequisite: Majors only or by instructor's permission.</i>	
<b>STBD 511 TELEVISION PRODUCTION II</b>	<b>3</b>
Group activity in the preparation and presentation of broadcast materials including music programming, drama, interviews and educational school programming. <i>Prerequisite: Advanced and transfer students must have permission of the department.</i>	
<b>STBD 580 INTERNSHIP: COMMUNICATION ARTS</b>	<b>3 - 7</b>
Off-campus practicum assignments at radio and television broadcasting facilities and other learning sites. Broad, balanced and locally supervised experience, by arrangement. <i>Prerequisite: Majors only. Application through the department prior to registration.</i>	



**STBD 581 THE BROADCAST MEDIA AND MASS CULTURE 3**

Influences and effects of the broadcast media on society; policy decisions and the influence of the broadcast media as conveyors of information and stimulus for change. Open to all graduate students.

**STBD 582 TECHNIQUES OF BROADCAST COMMUNICATION 3**

Techniques and ethics in the production of informative, entertainment, persuasive and public relations material for mass public consumption. Open to all graduate students.

**STBD 585 PROSEMINAR IN BROADCASTING 3**

A study of the evolution of the broadcast industry's present structure and operation, as primarily influenced by political and economic forces. The course will also discuss contemporary issues that may cause structural change in the industry.

**STBD 599 INDEPENDENT STUDY 1 - 3**

The independent study of an area of public media that results in extended knowledge of the discipline. Students will arrange the nature of the work with the instructor prior to the second meeting of the course. Independent study may be elected more than once during the graduate program.

**STSP 500 INDEPENDENT STUDY SPEECH-THEATRE 1 - 3**

Selected topics in the areas of theatre history, criticism, literature and design are pursued by advanced graduate students in consultation with the graduate faculty. The area for detailed investigation is selected, research and analysis is made, and the student submits a formal research paper to complete the assignment. There are weekly meetings with the instructor to provide guidance, and the student is also responsible for an annotated bibliography.

**STSP 501 SURVEY OF RESEARCH METHODS 3**

Research methods relating to rhetorical theory, public address, interpersonal communication, theatre history, dramatic production and contemporary theatrical idiom. Historical, critical, descriptive, quantitative and experimental models and methodologies. Individual student needs and interests considered.

*Prerequisite: Majors only.*

**STSP 509 SPECIAL PROBLEMS IN SPEECH AND THEATRE 3**

Individual problems in theatre, speech and mass communication. Reports, papers, panel discussion and experimentation.

**STSP 526 THEORIES OF HUMAN COMMUNICATION 3**

Develop knowledge of human communication behavior as it relates to intrapersonal, interpersonal, small group, and mass communication. Students develop awareness of communication behavior patterns and cultivate ability to select appropriate and effective communication behaviors for optimum results.

**STSP 534 GRADUATE READINGS IN SPEECH AND THEATRE 3**

Selected topics of an advanced nature that require research and library use of primary and secondary sources. Individual topics are selected with the approval of the faculty member and the student does independent research that results in a significant written project of less than thesis magnitude.

**STSP 536 SEMINAR IN PERSUASION 3**

Critical examination of psychological, sociological and cultural dimensions of persuasive discourse.

**STSP 560 INTERNSHIP: COMMUNICATION ARTS 3 - 7**

Off-campus practicum assignments range from serving on campaign speaker's or public speaker's speech staff to coaching students and/or conducting forensic tournaments. Broad, balanced and locally supervised experience, by arrangement. Application through the department prior to registration.

**STSP 565 ADVANCED ORAL INTERPRETATION 3**

Techniques in interpretation of poetry and prose; analysis and presentation of types of literary genres (short story, ballad, essay, narrative, sonnet, etc.) For use in classroom and special programs. Open to all graduate students.

**STSP 599 INDEPENDENT STUDY 1 - 3**

Individual projects in speech that result in significant research or creative projects. Student and instructor agree upon an area of study, readings are assigned, research is done and student submits final findings in form of a paper or a series of annotated bibliographies or position papers. The nature of the course permits advanced graduate students to pursue areas of speech not covered by present offerings.

**STSP 600 THESIS-SPEECH AND THEATRE 6**

Individual research or creative project selected under advisement of a faculty committee. An oral exam follows the project. Student should register for the semester in which work will be completed. Written permission for registration from the graduate advisor is required.

**STTH 504 CONTEMPORARY THEATRE PRACTICE 3**

The status and practices in today's professional theatre: writing, playing, staging and producing problems and trends of current theatrical fare. Supplemented by theatrical personnel and visits to professional producing groups in the metropolitan area. Open to all graduate students.

**STTH 508 INTERNSHIP IN DRAMATIC PRODUCTION 3 - 7**

Practical experience in dramatic production under supervision of staff member of professional, semi-professional, community or educational theatre, on- or off-campus. Student assists director, designer, crew chief or technical supervisor. Contracts drawn by student, college sponsor and off-campus supervisor.

Prerequisite: Majors only. Application through the department before registration.

**STTH 511 FORMS OF TRAGEDY 3**

The "evolution" of tragic theory as it manifests itself in each of the periods of theatre history and dramatic criticism. Included in the examination is an evaluation of representative tragic playscripts in terms of style, structure, "tragic devices," content, and performance.

**STTH 512 FORMS OF COMEDY 3**

Historical survey of comic theory from Aristotle to Albee, with special emphasis on principles and practices of comic theory as rerevealed in selected playscripts. The basic approach is lecture by historical periods - from classical to the modern - followed by reading and discussion of representative playscripts from each historical period. Class assignments include (4) position papers, (1) final critical essay and a promptbook. There is also application of the comic theory of each selected theorist to an interpretation of the playscript in terms of structure, characterization, theme, play form and author point of view.

**STTH 513 MODERN AND CONTEMPORARY THEATRE HISTORY 3**

Theatrical history associated with Western culture from 1890 to the present; the contemporary theatrical scene and its direct heritage. Some attention to American theatre but major emphasis on British and continental developments.

*Prerequisite: Open to all graduate students with a background in dramatic literature.*

**STTH 514 NON-WESTERN DRAMA AND THEATRE 3**

Theatrical forms and dramatic literature of non-Western cultures in historical and contemporary context: China, Japan, India, Southeast Asia, and Africa. Theatrical practices in staging various dramatic forms.

*Prerequisite: Open to all graduate students with a background in dramatic literature or Asian studies.*

**STTH 517 THEATRE CRITICISM 3**

Historical review of the principles involved in theatre criticism from a literary perspective. Attention given to a study of selected historical periods, dramatic theorists and theatre critics. Discussion of staging and production techniques as well as playscript interpretation.

*Prerequisite: Open to all graduate students with an interest in dramatic literature and criticism.*

**STTH 525 ADVANCED ACTING WORKSHOP 3**

A survey of acting styles from the classical to the modern, highlighting periods of style that include Elizabethan, improvisation, commedia, and method. The basic assignments of the course are scene study, group scene presentations, and a final group project. Secondary readings in acting theory are assigned, and it is assumed that advanced drama students will refine their individual acting techniques. The nature of the performance class is discussion, play analysis and in class acting presentations.

**STTH 535 ADVANCED DIRECTING WORKSHOP 3**

Directing repertory and period plays. Preparation for thesis production. When possible, the student will produce a full-length play and complete a production notebook.

*Prerequisite: Majors only or by instructor's permission.*

**STTH 545 SCENIC DESIGN I: THE LEGITIMATE THEATRE 3**

Stage design as related to the play, director and audience; styles of design, perspective sketch and stage model in planning stage setting. Stage construction techniques used to demonstrate the necessity of scene design in planning stage production.

*Prerequisite: Majors only or by instructor's permission.*



**STTH 554 STAGE LIGHTING DESIGN 3**

Introduction to light from pragmatic and esthetic points of view. Functions and qualities as a design medium. Types of control and instrumentation available to designer. Development of several lighting designs.

*Prerequisite: Majors only or by instructor's permission.*

**STTH 580 THEATRE MANAGEMENT 3**

The theatre as a business enterprise: production units; box office procedures; standard contractual arrangements; unions and their regulations; subscription management. Manager as a community relations specialist; publicity; the theatre as a community resource. Open to graduate students with a background in performing arts.

**STTH 599 INDEPENDENT STUDY 1 - 3**

Individual projects in theatre that result in significant research or creative projects. Student and instructor agree upon an area of study, readings are assigned, research is done and student submits final findings in form of a paper or a series of annotated bibliographies. The nature of the course permits advanced graduate students to pursue areas of theatre not covered by present offerings.

# OTHER PROGRAMS

## Continuing Education

*Associate Directors: Ms. Frances Spinelli*

*Dr. Richard O. Taubald*

The Center for Continuing Education services the immediate and long range needs of business and industry, community organizations, governmental agencies and individual learners. The Center, a revenue-generating unit, provides quality educational programs and services for which academic credit is not usually awarded. Examples of services include training programs for employee career mobility, professional certification and recertification, instruction in English as a Second Language (ESL) and other foreign languages, courses in international trade, and computer literacy.

The Center's office is located at 860 Valley Road. The main telephone number is: (201) 655-4353.

## Paralegal Studies Certificate

*Chairperson: Dr. Marilyn R. Tayler*

The Department of Legal Studies provides a Paralegal Studies Certificate Program for post-baccalaureate students. The Paralegal Studies Program offers the student a balanced and varied background in the legal fundamentals, appropriate skills, and practical field work experience necessary for work as a legal assistant. The program develops intellectual and analytical skills, educates students for direct employment opportunities in the paralegal field, and provides additional career possibilities in combination with a student's undergraduate degree.

The Montclair State Paralegal Studies Program is the first and only program at a state college in New Jersey to receive American Bar Association Approval. A certificate of completion is awarded to all students who meet program standards, fulfill the 24 credit hours required in the Program, and have completed a bachelor's degree. For Post-Baccalaureate students it is a certificate program. All courses in the program are undergraduate courses.

In addition to the general law program, there are three possible concentrations within the Paralegal Studies Program: Hispanic concentration for bilingual students; Litigation concentration; and Patent, Trademark and Copyright concentration.

# PARALEGAL STUDIES PROGRAM

I.	LSPR	200	Introduction to Paralegalism .....	3
II.	LSPR	220	Civil Litigation .....	3
III.	LSPR	300	Fundamentals of Legal Research .....	3

**IV. Choice of 4 of the following:**

LSPR	301	Criminal Law and Procedure .....	3
LSPR	304	Real Estate Law .....	3
LSPR	305	Immigration Law .....	3
LSPR	306	Contract Law for Paralegals .....	3
LSPR	310	Fundamentals of Patent, Trademark and Copyright Law .....	3
LSPR	320	Advanced Civil Litigation .....	3
LSPR	322	Wills, Trusts, and Probate Law .....	3
LSPR	330	Domestic Relations Law .....	3
LSPR	332	Personal Injury Law .....	3
LSPR	336	Corporations and Partnerships.....	3
LSPR	340	Computer Fundamentals for Paralegals .....	3

V.	LSPR	397	Paralegal Seminar and Internship .....	3
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Students may substitute:

LSPR	398	Cooperative Education: Paralegal Studies .....	4-8
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**Total Semester Hours for the Program .....** 24

**Note:**

In Group IV, students may substitute up to two courses from a Department list which includes the following:

LSPR	302	Negotiation, Mediation and Arbitration .....	3
LSPR	311	Advanced Patent, Trademark and Copyright Law .....	3
LSPR	341	Advanced Computer Applications in the Law Office Environment .....	3
LSPR	360	Advanced Legal Research .....	3
LSPR	361	Legal Writing .....	3
LSPR	399	Selected Topics in Paralegal Studies .....	3
LSLW	388	Simulated Legal Proceedings .....	3

In Group IV, students may substitute one law-related course from the following group:

BSLW	261	Legal Environment of Business I .....	3
LSPR	316	Skills for Bilingual Legal Personnel .....	3
POLS	321	Law in Society: Criminal Law .....	3



## Concentrations

### Hispanic Concentration (for bilingual students)

#### Required Course:

LSPR	316	Skills for Bilingual Legal Personnel .....	3
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### Litigation Concentration

#### Required Courses:

LSPR	320	Advanced Civil Litigation .....	3
LSPR	332	Personal Injury Law .....	3

### Patent, Trademark and Copyright Concentration

#### Required Courses:

LSPR	310	Fundamentals of Patent, Trademark and Copyright Law .....	3
LSPR	311	Advanced Patent, Trademark and Copyright Law .....	3

Each course of study includes a prescribed sequence of legal specialty classes and an internship in the area of concentration.

## LEGAL STUDIES

### Course Descriptions

#### Semester Hours

#### **LSLW 388 SIMULATED LEGAL PROCEEDINGS 3**

A study of the legal process through simulations known as mock trials. Preparation for trial and trial procedures, opening and closing statements, direct and cross examination, presentation of evidence and courtroom demeanor.

*Prerequisite: LSLW 200 or 299 or LSPR 200.*

#### **LSLW 599 SELECTED TOPICS IN LEGAL STUDIES 3**

This course will focus on a current topic in the legal environment that is of significance. It will provide students with the theoretical foundations and practical applications in the area studied. It will further develop their ability to critically analyze, observe, and research the topic under examination, as well as prepare a research paper.

*Prerequisites: Bachelor's degree; permission of department.*

#### **LSPR 200 INTRODUCTION TO PARALEGALISM 3**

An introduction to the legal system and the legal process, particularly as it operates in the state of New Jersey. The roles of the lawyer and the paralegal within the legal system. Familiarization with basic subject areas of law. Introduction to computer applications in law. Ethical considerations. Specific paralegal skills in interviewing, investigation and advocacy.

**LSPR 220 CIVIL LITIGATION 3**

The terminology of a civil law suit. Substantive and procedural principles relating to all stages of a civil law suit from commencement to judgement, particularly as applied to New Jersey civil practice rules. Drafting of pleadings, motions and other documents in a civil law suit. Trial and appellate procedures.

*Prerequisite or corequisite: LSPR 200.*

**LSPR 300 FUNDAMENTALS OF LEGAL RESEARCH 3**

Fundamental principles and methods of legal research. The use of a law library including case law, statutory law and other sources. The application of the tools of legal research to case analysis, digesting legal opinions and writing a law office memorandum. Not open to freshmen.

*Prerequisite or Corequisite: LSPR 200 or LSLW 200 or LSLW 299.*

**LSPR 301 CRIMINAL LAW AND PROCEDURE 3**

Legal concepts of criminal law and their application to criminal procedure. Contrast between civil law and criminal law. Study of crimes against persons, property and the public. Searches and seizure, arrest and interrogation.

**LSPR 302 NEGOTIATION, MEDIATION AND ARBITRATION 3**

An in-depth study of complementary forms of dispute resolution as compared and contrasted with the traditional judicial system. Students study the theoretical background and receive training in mediation, negotiation and arbitration.

**LSPR 304 REAL ESTATE LAW 3**

Principles of real estate law and transactions. Contracts, mortgages, surveys, title, RESPA. Conveyances of real property from the standpoint of seller and purchaser. Landlord-tenant relations. Forms and documents utilized by paralegals in real estate law.

*Prerequisite: LSPR 200.*

**LSPR 305 IMMIGRATION LAW 3**

Basic overview of Immigration and Nationality Act, as well as historical and sociological perspective of U.S. Immigration. Practice and procedure of immigration law as it pertains to both administrative agency processing and consular processing. Visa applications, naturalization, citizenship, deportation, exclusion, asylum and refugee practice.

*Prerequisites: LSPR 200.*

**LSPR 306 CONTRACT LAW FOR PARALEGALS 3**

Theoretical foundations and practical applications of contract law in the common law tradition as modified by the Uniform Commercial Code. Drafting of contracts. Current developments in computer applications related to contract law. Paralegal minor.

*Prerequisites: LSPR 200.*

**LSPR 310 FUNDAMENTALS OF PATENT, TRADEMARK  
AND COPYRIGHT LAW 3**

Substantive principles of patent, trademark and copyright law including categories and standards of patentability, categories of trademarks and categories of copyrightable subject matter. Assignment and licensing of such proprietary rights. Litigation involving acts of infringement including related areas of anti-trust law and unfair competition.

**LSPR 311 ADVANCED PATENT, TRADEMARK AND COPYRIGHT LAW 3**

Procedural principles of patent, trademark and copyright law including prosecution of patent and trademark applications in the U.S. Patent and Trademark Office, preparation and filing of trademark applications and preparation of applications to register claims to copyright in the U.S. Copyright Office. Litigation procedures for acts of infringement relating to such proprietary rights.

*Prerequisite: LSPR 310.*

**LSPR 316 SKILLS FOR BILINGUAL LEGAL PERSONNEL 3**

Translating, interpreting and cultural fluency as applied to the legal field and in particular to the role of bilingual paralegals.

*Prerequisite: Fluency in Spanish required.*

**LSPR 320 ADVANCED CIVIL LITIGATION 3**

Theoretical foundations and practical applications of complex and multi-party civil litigation in both the state and federal court systems, at all levels from client intake through judgment. Current developments in computer applications which relate to the management of complex multi-party civil litigation.

*Prerequisite: LSPR 220.*

**LSPR 322 WILLS, TRUSTS AND PROBATE LAW 3**

Basic concepts, practice, and procedure in wills, probate, and trusts. Will drafting, estate planning, probate procedures and estate administration. Forms and questionnaires utilized by paralegals in these areas.

*Prerequisites: LSPR 200, 220.*

**LSPR 330 DOMESTIC RELATIONS LAW 3**

Basic concepts of domestic relations law and family law practice. Ante-nuptial agreements, formal ties of marriage, separation agreements, divorce. Familiarization with forms and procedures utilized by paralegals in domestic relations law.

*Prerequisites: LSPR 200, 220, 300.*

**LSPR 332 PERSONAL INJURY LAW 3**

Legal concepts and terminology of personal injury law, both substantive and procedural. Negligence, medical malpractice, products liability. Drafting of pleadings and other documents utilized by paralegals in personal injury practice.

*Prerequisites: LSPR 200, 220, 300.*

**LSPR 336 CORPORATIONS AND PARTNERSHIPS 3**

Legal characteristics and tax aspects related to sole proprietorship, partnership, limited partnership and corporation. Formation, operation and dissolution of the corporate entity. Drafting of legal forms utilized by paralegals in these areas.

*Prerequisites: LSPR 200, 220, and either LSPR 306 or BSLW 261.*

**LSPR 340 COMPUTER FUNDAMENTALS FOR PARALEGALS 3**

An introduction to the structure of a computer, computer applications in the legal environment, state-of-the-art software. Legal applications including word processing, data bases, spreadsheets and time management. Computer-assisted legal research.

*Prerequisites: LSPR 200, 220, 300.*



**LSPR 341 ADVANCED COMPUTER APPLICATIONS IN THE LAW OFFICE ENVIRONMENT 3**

Applications and operation of computer programs designed specifically to assist in the practice of law or the management of a law office and to provide students with a conceptual basis for evaluation, application and operation of other legal application programs which may become available to students. The course builds upon the background and knowledge acquired in the prerequisite *Computer Fundamentals for Paralegals*.

*Prerequisites: LSPR 200, 300, 340.*

**LSPR 360 ADVANCED LEGAL RESEARCH 3**

Refinement of principles and methods of legal research in working with statutes, case law and other legal sources. Application of legal research techniques to practical legal problems. Preparation of more complex legal research projects.

*Prerequisites: LSPR 300.*

**LSPR 361 LEGAL WRITING 3**

Application of legal method and analysis to legal writing. Students identify the legal problem, analyze it by the application of related law and theory, and solve the problem through a finished written work product. Application of legal theory and techniques to the kinds of writing assignments encountered in the legal field.

*Prerequisite: LSPR 300.*

**LSPR 397 PARALEGAL SEMINAR AND INTERNSHIP 3**

Field work experience of 90 hours in a private sector law office, corporation, bank, or public sector agency. Required classroom seminar includes computer-assisted legal research, litigation project and resume writing.

*Prerequisites: LSPR 200, 220, 300, departmental approval.*

*Prerequisites or Corequisites: 4 legal specialty or law-related courses selected from courses approved within the Paralegal Studies Minor or from the approved departmental list.*

**LSPR 398 COOPERATIVE EDUCATION: PARALEGAL STUDIES 4 - 8**

Academic study integrated with supervised paid employment situation outside of the formal classroom setting. Part-time (20 hours per week) or full-time (40 hours per week). Required classroom seminar includes computer-assisted legal research, litigation project and resume writing.

*Prerequisites: LSPR 200, 220, 300; departmental approval.*

*Prerequisites or Corequisites: 4 legal specialty or law-related courses selected from courses approved within the Paralegal Studies Minor or from the approved departmental list.*

**LSPR 399 SELECTED TOPICS IN PARALEGAL STUDIES 3**

Exploration of a significant area of Paralegal Studies such as alternate dispute resolution, administrative law, bankruptcy, environmental law, as well as new and evolving legal areas. The specific topic will be announced each time the course is offered.

*Prerequisites: Vary according to the topic offered.*

# **Teacher Certification, Post-Baccalaureate, Post Master of Arts Programs**

*Program Coordinator and Certification Advisor: Ms. Marcella P. West*

## **TEACHER CERTIFICATION**

A student with a baccalaureate degree may receive a New Jersey teaching certificate, and a fully certified teacher may obtain additional teaching field endorsements or advanced certification while attending Montclair State. (See Certification Areas following this section.) Students planning to enter the approved teacher certification program must follow the prescribed admission procedures described below. Upon successful completion of an approved program and the National Teacher Examination (NTE) in the appropriate area/field, the student will be recommended to the New Jersey Department of Education for a teaching certificate.

Under the conditions of New Jersey's Beginning Teacher Induction Program, those who have completed undergraduate or post-baccalaureate teacher certification programs must successfully complete one induction year of teaching under a provisional certificate to be eligible for a permanent or standard New Jersey teaching certificate. Exempted from this requirement are persons who already possess a New Jersey standard certificate and are seeking an additional New Jersey certificate as well as those who are recommended for certification as Teacher of the Blind or Partially Sighted, Teacher of the Handicapped, or Teacher of the Deaf and Hard of Hearing. Persons recommended by the College for certification will receive a Certificate of Eligibility With Advanced Standing which authorizes the holder to seek and accept offers of employment in New Jersey schools and in other states. The Certificate of Eligibility is valid for the lifetime of its holder.

Students interested in teaching outside of New Jersey should seek information from the appropriate state authorities before contacting the certification advisor or any departmental advisor. Applicants holding an undergraduate degree from a country outside of the United States should have records evaluated by a creditable foreign credentials evaluation service. This is necessary to establish and satisfy the 60 approximate hours in general education required for admission to the Teacher Education Program. Applicants may contact the Certification Advisor for recommendations relative to this requirement.

## **ADVISEMENT**

All general questions regarding certification and requests for specific information concerning procedures and courses applicable toward approved initial teacher certification programs available at Montclair State should be directed to Ms. Marcella P. West, Certification Advisor, (201) 655-4139 in the School of Professional Studies. Students seeking counseling may make an appointment with the Certification Advisor. Students should call ahead for an appointment.

## ADMISSION PROCEDURES

**To Montclair State** — Those interested in the Post-Baccalaureate/Post-MA Approved Teacher Certification Program may obtain an application upon request from the Office of Graduate Studies, (201) 655-5147. The Office of Graduate Studies requires the following from each applicant to the Approved Teacher Certification Program: (1) completion of non-degree post-baccalaureate application for admission; (2) copy of teaching certificate(s) where appropriate; (3) two copies of an official transcript from each college or university attended. It is noted that admission to the College cannot be considered admission to the Teacher Education Program.

**To The Teacher Education Program** — The Certification Advisor receives the completed application folder from the Office of Graduate Studies. The advisor will evaluate the academic records and credentials of each student. A grade point average (GPA) of 2.50 is required for admission to the Teacher Education Program. The GPA in the teaching field may be higher. Each department (teaching field) has specific requirements including grade point average, which have been determined according to College procedures. These requirements are followed in determining eligibility for admission to the Teacher Education Program.

Using admission to teacher education forms, the Certification Advisor will request from each student, three recommendations from individuals who are aware of his/her scholastic aptitude, character and evidence of the students interest in community affairs and teaching. In addition, each student is required to demonstrate competence in speech. Direction for the speech evaluation is provided by the advisor. The Certification Advisor assigns to each student a Graduate (teaching field) Advisor. The student is invited by letter from the Certification Advisor to schedule appointments to meet with the certification and graduate advisor(s). Both advisors will develop a program of studies for each student accepted into teacher education. The program outlines policies and procedures leading to completion of requirements for teacher certification. Continuous advisement is available and expected for students accepted in the approved teacher certification programs.

*NOTE: See MAT (Master of Arts in Teaching) Program under the Department of Curriculum and Teaching in this catalog.*

## TEACHER CERTIFICATION PROGRAM REQUIREMENTS

Requirements for teacher certification may be revised. Students are urged to contact the Certification Advisor to verify requirements. Requirements listed in the catalog are subject to change without notice. The New Jersey State Board of Education requires candidates for instructional certificates to take sections of the National Teacher Examination (NTE) and achieve a minimum score prior to certification. Changes in the National Teacher Examination requirements as to tests required and cut off scores may occur at the prerogative of the State. Information regarding which tests to register for, NTE Bulletins, and how to register is available in the Office of Teacher Education.



## General Education

Academic background requires approximately sixty semester hour credits in General Education including study in at least four of the following areas: English, Mathematics, Science, Social Science, Fine and Practical Arts, Foreign Languages, Music and Philosophy.

## Professional Education

	Semester Hours
A. Social Behavioral Science Component	
PSYC 101 General Psychology I: Human Growth and Development .....	3
PSYC 200 Educational Psychology .....	3
Human and Intercultural Relations Elective (Graduate Level) .....	3
B. Professional Education Component	
CURR 500 Fieldwork in Education .....	2
(Speech Proficiency Requirement) Details provided by Certification Advisor (Physiology/Hygiene Requirement) Details provided by Certification Advisor	
Major Departmental Methods Course(s) .....	2 - 3 min.
CURR 400 Teacher, School and Society .....	3
A course in reading .....	3
A course in teaching for critical thinking .....	3
EDFD 520 Development of Educational Thought .....	3
CURR 5 Educational Elective .....	3
CURR 411 Supervised Student Teaching, or .....	8
CURR 414-5 In-Service Supervised Teaching .....	8
Co-requisite with all Student Teaching Experiences	
CURR 402 Seminar in Professional Education .....	1
CURR 435 Effective Teaching/Productive Learning .....	3
Major Seminar (not required in all major departments) .....	1
C. Teaching Field Requirements (Department advisement necessary)	

### Note:

- 1) The field experience course must be completed prior to the semester in which Student Teaching is desired.
- 2) All applicants filing for admission to the Approved Certification and/or MAT Programs must fulfill the course requirements in the Human and Intercultural Relations area for initial Teacher Certification. The course taken to fulfill this requirement must be selected from the approved courses list. Contact the Certification Advisor for recommended courses.

### D. Supervised Student Teaching

Students who have been admitted to Teacher Education and who are eligible for Student Teaching are required to file an application during the semester prior to the one in which Student Teaching is desired. Application procedures must be

completed by September 1st for Student Teaching in the following Spring semester; March 1st for Student Teaching in the following Fall semester. All appropriate departmental and professional education courses must be completed prior to filing the application for Student Teaching. This normally includes a minimum of 12 semester hours completed at Montclair State, including methods in the teaching field.

## **I. Certification Areas**

- A. Art
- B. Business Education: General Business Studies and Accounting, General Business and Secretarial Studies, General Business and Distributive Education, Comprehensive Business Education
- C. Communication Sciences and Disorders: Teacher of the Handicapped, Speech Language Specialist
- D. Early Childhood Education
- E. English
- F. Foreign Languages: French, German, Italian, Latin, Russian, and Spanish
- G. Health and/or Physical Education
- H. Home Economics
- I. Industrial Arts: Industrial Arts (academic background), Industrial Arts (experience background), Vocational/Technical Education
- J. Mathematics
- K. Music
- L. Physical Education
- M. Psychology
- N. Science: Biological Science, Earth Science, and Physical Science
- O. Social Studies
- P. Speech and Theatre
- Q. TESL (Teacher of English as a Second Language)

## **II. Advanced Certification and Post Master's**

State certification is available in the following non-teaching educational specializations:

- A. Administration and Supervision: Supervisor (MA plus 21-24 semester hours in appropriate course work), Principal, Superintendent
- B. Learning Disabilities Teacher-Consultant
- C. Educational Media Specialist
- D. Reading Specialist

## **III. Other Fields/Endorsements**

Non-degree programs leading to state certification are available in the following areas:

- A. Associate Educational Media Specialist
- B. Bilingual/Bicultural
- C. Coordinator Industrial Education (CIE)
- D. Data Processing
- E. Reading

- F. School Business Administrator
- G. School Psychologist
- H. School Social Worker
- I. Student Personnel Services (Guidance)
- J. Teacher-Coordinator, Cooperative Vocational-Technical Education
- K. Typewriting

## EDUCATIONAL PLACEMENT

The Office of Teacher Education offers an educational placement service. Students completing at least 12 credits at Montclair State are eligible to register for this service. Further information can be obtained from Dr. Robert Pines, Director of Teacher Education, (201) 655-4262.



# APPENDIX OF ALPHA COURSE CODES

This appendix identifies each school and department/special program at Montclair State, the academic subject areas and the alpha codes used as a prefix to each course number. This enables the student to locate the course, its description and prerequisites.

## School of Business Administration

### *Accounting, Law and Taxation*

Accounting	ACCT
Business/General	BUGL

### *Business Education and Office Systems Administration*

Business Education	BSED
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### *Economics and Finance*

Business/Economics	BSEC
Economics	ECON
Finance	FINC

### *Management*

Business/General (Management)	BUGR
Finance/Quantitative	FINQ
Management	MGMT

### *Marketing*

Business/General (Marketing)	BUSG
Marketing	MKTG
Marketing/Business	MKAD

## School of Fine and Performing Arts

### *Broadcasting, Speech Communication, Dance and Theatre*

Speech and Theatre/Broadcasting	STBD
Speech and Theatre/Communication	STSP
Speech and Theatre/Theatre	STTH

### *Fine Arts*

Fine Arts/Education	ARED
Fine Arts/Film	ARFL
Fine Arts/General	ARGN
Fine Arts/History	ARHS
Fine Arts/Ceramic/Metals/Fibers	ARMT
Fine Arts/Photography	ARPH
Fine Arts/Printmaking	ARPR
Fine Arts/Painting	ARPT
Fine Arts/Therapy	ARTH

### *Music*

Music/Education	MUED
Music/History	MUHS
Music/Performance	MUPR
Music/Theory/Composition	MUCP
Music/Therapy	MUTH

## School of Humanities and Social Sciences

### *Anthropology*

Anthropology	ANTH
Anthropology/Practical	PRAN

### *Classics*

Classics/Latin	LATN
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### *Communication Sciences and Disorders*

Communication Sciences and Disorders	CS&D
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### *English*

English	ENGL
English/Interdisciplinary	ENID
English/Literature	ENLT
English/Writing	ENWR

### *Environmental, Urban and Geographic Studies*

Urban & Geographic Studies	EUGS
Environmental Studies	ENVR

### *French*

French	FREN
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### *History*

History	HIST
History/General	HSGN

### *Legal Studies*

Legal Studies/Law	LSLW
Legal Studies/Paralegal	LSPR

### *Linguistics*

Linguistics	LNGN
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### *Psychology*

Psychology	PSYC
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### *Sociology*

Sociology	SOCI
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### *Spanish/Italian*

Spanish	SPAN
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## School of Mathematical and Natural Sciences

### *Biology*

Biology	BIOL
Biology/Cell Culture	BICL
Biology/Marine Sciences	BIMS

### *Chemistry and Biochemistry*

Chemistry	CHEM
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### *Mathematics and Computer Science*

Mathematics	MATH
Computer Science	CMPT

### *Physics/Geoscience*

Geoscience	GEOS
Physics/Geoscience Education	PHED
Physics/Geoscience—Marine Science	PHMS

## **School of Professional Studies**

### *Counseling, Human Development and Educational Leadership*

Counseling, Human Services and Guidance COUN

Educational Administration ELAD

### *Curriculum and Teaching*

Curriculum and Teaching CURR

### *Educational Foundations*

Educational Foundations EDFD

Educational Research ELRS

### *Environmental Education—New Jersey School of Conservation*

Conservation/Field Studies CNFS

### *Health Professions*

Health Professions HLTH

### *Home Economics*

Home Economics HECO

Home Economics/Education HEED

Home Economics/Family HEFM

### *Physical Education, Recreation and Leisure Studies*

Physical Education/Major PEMJ

### *Reading and Educational Media*

Educational Media MEDI

Reading READ

### *Technology*

Industrial Studies/Education INED

Industrial Studies/Career Education ISCE

## **Special Programs**

### **Institute for the Advancement of Philosophy for Children**

Teaching Middle School Philosophy PHLC



# DIRECTORY

## GRADUATE ADVISORS

Administration and Supervision: *Dr. Arlene King*

\*Educator Trainer (Training Personnel)

Anthropology, Combined Bachelor and Master of Arts

in Practical Anthropology: *Dr. Kenneth H. Brook*

Applied Sociology: *Dr. Candace Clark*

Biology: *Dr. Larry Cribben*

Business Administration: *Dr. Joseph Greco*, MBA Director

\*Accounting

\*Business Economics

\*Finance

\*Management

\*Marketing

\*Quantitative Analysis

Business Education: *Dr. Rosemarie McCauley*

Chemistry: *Dr. John Isidor*

Communication Sciences and Disorders

\*Early Childhood Special Education: *Dr. Lucille Weistuch*

\*Learning Disabilities: *Dr. Warren Heiss*

\*Speech-Language Pathology: *Dr. Joseph Attanasio*

Computer Science: *Dr. Helen Roberts*

\*Applied Mathematics

\*Applied Statistics

Counseling, Human Services and Guidance:

*Dr. Arlene King*

Counseling

Administration and Supervision

\*Educator Trainer (Training Personnel)

Education: *Dr. Catherine Becker*

\*Critical Thinking: *Dr. Wendy Oxman*

Educational Psychology: *Dr. Paul Locher*

English and Comparative Literature: *Dr. Naomi Liebler*

Environmental Studies: *Dr. W. Augustus Rentsch*

\*Environmental Education

\*Environmental Health

\*Environmental Management

\*Environmental Science

Fine Arts: *Prof. William McCreath*

\*Art History

\*Studio

French: *Dr. Lois Oppenheim*

Geoscience: *Dr. Charles L. Hamilton*

Health Education: *Dr. Harry H. Hoitsma*

Home Economics: *Dr. Karen Todd*

\*Family Life Education

\*Family Relations/Child Development

\*Home Economics Education

\*Consumer Studies/Consumer Economics

Industrial Technology and Education:

*Dr. George A. Olsen*

Mathematics: *Dr. Helen Roberts*

\*Computer Science

\*Mathematics Education

\*Pure and Applied Math

\*Statistics

## Office

Chapin Hall 317

Russ Hall 219

Russ Hall 315

Finley Hall 210

Morehead Hall 208

College Hall 302

Richardson Hall 348

Speech Building 102

Speech Building 119C

Speech Building 112

Richardson Hall 204

Chapin Hall 317

Chapin Hall 215

Life Hall 224

Russ Hall 401

Partridge Hall 467

Russ Hall 120

Calcia Fine Arts Bld. 120

Partridge Hall 427

Mallory Hall 254

College Hall 305

Finley Hall 152

Finley Hall 218

Richardson Hall 204

## Telephone

(201) 655-5175

4119

7170

7178

4306

4269

7133

4227

4227

4227

7262

5175

5187

5184

7381

7324

4480

7540

5145

5129

4154

4171

4165

7262

Music: <i>Dr. Donald Mintz</i>	McEachern Music Building 7	7263
*Music Education		
*Performance		
*Theory Composition		
Physical Education: <i>Dr. Ree K. Arnold</i>	Panzer 1520	7091
Psychology: <i>Dr. Paul Locher</i>	Russ Hall 401	7381
*Industrial and Organizational Psychology		
*Clinical Psychology for Spanish-English Bilinguals		
Reading: <i>Dr. Joy Stone</i>	College Hall 105	5183
Social Sciences:		
*Anthropology: <i>Dr. Richard W. Franke</i>	Russ Hall 316	4133
*Economics: <i>Dr. Harold Flint</i>	Russ Hall 402	7403
*Geography: <i>Dr. Harbans Singh</i>	Russ Hall 308	5258
*History: <i>Dr. James P. Keenen III</i>	Russ Hall 214	5261
*Sociology: <i>Dr. Candace Clark</i>	Russ Hall 315	7170
*Urban Studies: <i>Dr. Harbans Singh</i>	Russ Hall 308	5258
Spanish: <i>Dr. Joanne Engelbert</i>	Partridge Hall 445	4285
Speech and Theatre: <i>Dr. Suzanne Trauth</i>	Life Hall 128B	5163
*Communication Arts		
*Theatre		
Statistics: <i>Dr. Helen Roberts</i>	Richardson Hall 204	7262
Teaching: <i>Dr. Susie Boyce</i>	Chapin Hall 218	5187
*Teaching Middle School Philosophy:		
<i>Dr. Ann Margaret Sharp</i>	14 Normal Avenue	4277

\* Area of Concentration

## CERTIFICATE/ CERTIFICATION ADVISORS

Post Baccalaureate/Post MA Teacher Certification:

<i>Ms. Marcella West</i>
ADA: <i>Dr. Kathleen Bauer</i>
Bilingual/Bicultural: <i>Dr. George Bernstein</i>
Business Education: <i>Dr. Rosemarie McCauley</i>
Chemistry/Biology: <i>Dr. Bonnie Lustigman</i>
Cooperative Business Education (formerly COE):
<i>Dr. Rosemarie McCauley</i>
Counseling/Ed. Leadership: <i>Dr. Arlene King</i>
Distributive Occupations: <i>Dr. Joseph Hecht</i>
Early Childhood Education: <i>Dr. Joan Bernstein</i>
Educational Media Specialist: <i>Mr. Robert Ruezinsky</i>
English: <i>Dr. Muriel Becker</i>
Fine Art: <i>Dr. Susan Leshnoff</i>
French: <i>Dr. Kay Wilkins</i>
German/Russian: <i>Dr. John Moore</i>
Health Education: <i>Dr. Harry Hoitsma</i>
Home Economics: <i>Dr. Joan Bernstein</i>
Italian: <i>Dr. Italo Battista</i>
Latin: <i>Dr. Timothy Renner</i>
Linguistics/TESL: <i>Dr. Robert Miller</i>
Mathematics: <i>Dr. Robert Garfunkel</i>
Music: <i>Dr. Robert Stephens</i>
Music Therapy: <i>Prof. Karen Goodman</i>
Paralegal Studies: <i>Dr. Patricia Hurt</i>
Physical Education: <i>Dr. Nancy Giardina</i>
Reading: <i>Dr. Maria Schantz</i>
School Psychologist: <i>Dr. Joan Silverstein</i>
School Social Worker: <i>Dr. Arlene King</i>
Science: <i>Dr. Bonnie Lustigman</i>
Social Studies/History: <i>Dr. Joseph Moore</i>

## Office Telephone

Chapin Hall 102	(201) 655-4139
Finley Hall 110A	4130
Chapin 208	7045
College Hall 302	4269
Mallory Hall 252E	5265
College Hall 302	4269
Chapin 318	5175
College Hall 302	4271
Mallory Hall 116	4172
College Hall 124	7040
Partridge 465	4249
Calcia 119	4210
Partridge 427	5145
Partridge 419	4420
College Hall 305	4154
Mallory Hall 116	4172
Partridge Hall 440	7510
Partridge Hall 417	4419
Partridge Hall 434	7501
Richardson Hall 218	7261
Life Hall 204	4379
Life Hall 204A	7631
Partridge Hall 317	4152
Panzer 1516	7090
College Hall 105	4247
Russ Hall 230	7223
Chapin Hall 318	5175
Mallory Hall 252	5107
Russ Hall 212	4124

Science: *Dr. Bonnie Lustigman*  
 Spanish: *Dr. John Zahner*  
 Speech Language Specialist: *Dr. Joseph Attanasio*  
 Speech Arts & Dramatics: *Dr. Suzanne Trauth*  
 Student Personnel Services (Guidance): *Dr. Arlene King*  
 Teaching Handicapped/LDTC: *Dr. Warren Heiss*  
 Technology: *Dr. Vincent Walencik*  
 Voch/Tech/CIE: *Dr. Vincent Walencik*

Mallory Hall 252 5107  
 Partridge Hall 446 4285  
 Speech 112 4227  
 Life Hall 128B 5163  
 Chapin Hall 317 5175  
 Speech 119C 4227  
 Finley Hall 218 5174  
 Finley Hall 218 5174

## CHAIRPERSONS/DIRECTORS

Adult Continuing Education: *Ms. Frances Spinelli*

*Dr. Richard O. Taubald*

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# DIRECTIONS TO CAMPUS

Montclair State is on Valley Rd. and Normal Ave., Upper Montclair, N.J., one mile south of the junction of Routes 3 and 46.

## **By Car From:**

**Bloomfield Ave., Montclair:** North on Valley Road, 3.3 miles to Normal Avenue light, turn left.

**Route 46 (East and West):** Valley Road, Montclair exit (at Route 3 junction), south for approximately one mile to Normal Avenue light, turn right.

**Route 3:** Valley Road, Montclair exit (at Route 46 junction), south for approximately one mile to Normal Avenue light, turn right.

**Garden State Parkway South:** Exit 154 to Route 46 West, to Valley Road, Montclair exit, left one mile to Normal Avenue light, turn right.

**Garden State Parkway North:** Exit 153B (left lane) to Route 3 West to Valley Road, Montclair exit, left one mile to Normal Avenue light, turn right.

**New Jersey Turnpike:** Exit 16W to Route 3, then to Valley Road., Montclair exit, left one mile to Normal Avenue light, turn right. Motorists traveling on the Turnpike south of Exit 11 may exit there to Garden State Parkway North.

**Lincoln Tunnel:** Follow Route 3.

**George Washington Bridge:** Route 80 to Garden State Parkway South.

## **By Public Transportation\* From:**

**New York City (by train):** Take PATH Service to Hoboken, transfer to NJ Transit Boonton Line, and get off at Montclair Heights Station at southwest corner of campus. *(Service available only on weekdays in the afternoon and evening.)*

**New York City (by bus):** DeCamp Bus No. 66 leaves from the Port Authority Bus Ter-

minal; get off at Mt. Hebron and Valley roads, turn right (north) on Valley, and walk one block to the Normal Avenue traffic light, then turn left to campus entrance.

**Newark:** NJ Transit Bus No. 28 originates at Macy's, Washington and Williams streets, and terminates its run on campus.

**Paterson:** NJ Transit Bus No. P4 travels from Main Street and Broadway in Paterson; transfer at Main and Center streets in Little Falls to No. P5 to Montclair State. Or, NJ Transit Bus No. 72 originates at Broadway Terminal, Paterson, and goes to Broad Street, Bloomfield. Change to No. 28 at Bloomfield Center.

**The Oranges:** Take One Bus Co. No. 44 to Main and Day streets in Orange. Connect to NJ Transit Bus No. 92 to Glenwood and Bloomfield avenues. Change to NJ Transit Bus No. 28.

**Passaic:** NJ Transit Bus No. P5 originates at Main Street and Passaic Avenue in Passaic and travels through Clifton to Montclair State.

**Jersey City:** Friendly Bus Service Bus No. 22 originates at Platform D4 in Journal Square PATH Center and ends its run on campus. *(Weekdays only.)*

**Wayne:** NJ Transit Bus P5 originates at Willowbrook Mall and ends its run on campus.

\* Subject to change without notice. Information available from New Jersey Transit, 800-772-2222.





# MONTCLAIR STATE

**Office of Graduate Studies**

Upper Montclair, NJ 07043





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